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ABSTRACT

This document presents 126 abstracts of materials dealing with various aspects of education published in Pakistani journals and newspapers between July and September 1970. Areas covered are: administration, organization and financing of education; adult education; agricultural education; childhood education; comparative education; curriculum; development of education; educational research; education planning; elementary secondary education; examinations; extra-curricular activities; higher education; history of education; teaching of language; libraries; literacy; medical education; professional education; psychology; science education; sociology; students' problems; teachers; teacher education; teaching methods and media; and women's education. A special section deals with malpractices in examinations. An author index concludes the volume. [Not available in hard copy due to marginal legibility of original document.] (FWB)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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Editor:
ISMAIL SAAD

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ADMINISTRATION, ORGANIZATION & FINANCING OF EDUCATION

1. Our Educational Schedule --- Pakistan Observer (Editorial) (Dacca) August 19, 1970.

It is desirable that a country's educational programs, such as examinations, etc., be pursued in accordance with certain uniform, stable schedules. Whatever the extraneous factors, academic programs should be pursued without disturbing the set schedules. This would require a little administrative firmness and national concern together with a little courage to face the importunate section of students with cogent and persuasive reasoning. The majority of students never want such changes and shifting of examination dates. Extraneous circumstances, especially politics, have greatly disturbed and damaged education, particularly in East Pakistan. The sharp decline in the quality of life in East Pakistan is directly due to the decline in the quality of education here.

Crucial education schedules need not be controlled and determined by such circumstances as elections in this province. West Pakistan has maintained its examination schedules undisturbed over a number of years despite student disturbances and the elections. Such instances of educational programs being unsettled in this manner by political campaigning or elections are not found anywhere outside this country.

2. Special Correspondent. Higher Teacher-Student Ratio - A Must --- Pakistan Observer (Dacca) September 16, 1970.

The first cause of the present academic distress seems to be lack of a high teacher-student ratio in the university. But for the last few years the number of teachers has remained stationery while the number of students taking admission has increased every year. The percentage of success in the Higher Secondary Examination has increased and so has the demand for university education. Under this pressure the Dacca University was compelled to increase the number of seats for students. This has led to overcrowding in classrooms. At times a course of study is abandoned during the middle of a session.

This most often happens when the teacher goes on leave, or abroad, or leaves the university altogether. Because of the shortage of teachers tutorials are not held, and there is no definite pattern or plan for administering the course. The increase in the number of students has been so heavy that the available number of teachers cannot cope with the situation. The worsening teacher-student relationship is another ill-effect of teacher shortage.

3. The Fourth Five Year Plan --- Pakistan Educational Review (Islamabad) 1(3) (Editorial): 5-8 July, 1970.

This is an editorial comment on the public financial outlays on educational development in the 4th five-year plan which allocates Rs.3,665 million for education in the public sector. Although there has been a substantial increase in financial outlays on education, it is practically in the same proportion as expenditure on other sectors. If this trend continues the target of expenditure of 4 or 5 per cent of the GNP on education will not be achieved. Besides, the implementation of the New Education Policy also demand substantial increase in financial outlays. Unless necessary funds are provided and efforts are mobilized, the stipulated target in the New Education Policy, such as universal primary education by 1970, switch over from the study of art to that of science and technology (which involves four times higher expenditures for equipments), adult education program, quality of education at higher education level cannot be achieved. Another point which needs increased attention is the educational administrative services and organizational and research activities which have not been receiving adequate attention in the past. The writer thinks that there is a need to strengthen and reorganise administrative setup and to provide institutional frame-work for objective preparation of educational projects and programs.

4. ZAKI, W.M. & M. Sarwar Khan. Government Expenditure on Education --- In: Pakistan Education Index, 21-22. Central Bureau of Education (Islamabad) 1970.

The total government expenditure on education in 1947 in Pakistan was Rs.35 million. The budgeted expenditure

for 1970 is 1,140 million. In 1950 the government expenditure on education was less than half per cent of the Gross National Product of the country, and in 1970 the estimated government expenditure on education amounts to 1.5 per cent of the Gross National Product.

About 50 per cent of the government expenditure on education is incurred on the development side, which seems to be disproportionately high. In most countries of the world the ratio between development and maintenance is around 25:75.

In the end there are two tables one of which provides the statistics about the government expenditure at various levels of education in East and West Pakistan, and the other shows the various plan allocations and their utilization in the plan period.

ADULT EDUCATION

5. BHUYODARSHI. Unnayan-o-Boyashko Shikkha (The Development and the Adult Education) --- Sangram (Dacca) September 8, 1970 (B).

Educational progress and national development go together. Unless the country achieves cent per cent literacy its economic development will remain retarded. It was proclaimed in 1962 that illiteracy would be wiped out as early as possible. The National Education Commission also recommended a major sweep on the educational front. But the tragedy is that this proclamation could not materialize, and the percentage of literacy has since stood where it was ten years ago. In the Third Five-Year Plan the Government laid much emphasis on literacy and allocated a substantial amount for this purpose. But this too failed to achieve its object. Education not only brings about a revolutionary change in one's social status, but also helps accelerate the pace of economic development in a country. It is high time the Government paid serious attention to the question of adult education. The Government proposes to educate at least five hundred thousand illiterate adults during the Fourth Five-Year Plan (1970-75). Such a target calls for serious governmental efforts in the sphere of education.

6. HAQUE, M.F. Pilot Projects in Adult Education --- Pakistan Observer (Dacca) September 2, 1970.

The Pilot Projects in adult literacy and adult education were started in East Pakistan from January 1964. The objectives of the Pilot Projects were to test some hypotheses with the available financial resources and man-power and to develop a pattern of literacy that may suit the people of the province, their culture and environment. The immediate goal of the program is three-fold, viz., a) eradication of illiteracy, b) bringing in socio-economic changes, and c) planned life (including family planning).

As literacy for literacy's sake appears to be meaningless to the common man, efforts are being made to link up adult education and literacy with "grow more food" program, mechanized agriculture and farming, rural cooperatives and women's program. At the initial stage, literacy centers were opened at scattered places in extensive areas. The following measures have been taken from February 1966 for the eradication of illiteracy in the project areas: i. selection of a contiguous area as a unit with a population of about 1,000; ii. setting up of local committees termed 'Illiteracy Eradication Committee' to look after the program; iii. adoption of graded courses for the preparation of primers and follow-up literatures for the new literates; and iv. adoption of different means of publicity for explaining the urgency and necessity of adult literacy. Efforts have been made to maintain the adult literacy, once established, to continue without relapsing into illiteracy. With this end in view, preparation and publication of follow-up literature and extension work are given due importance.

The Government of East Pakistan set up a three-man Appraisal Committee in 1965 to evaluate the work of the four Pilot Projects. The Appraisal Committee recommended that: a) adult literacy being a national necessity for the socio-economic progress of the country, it should form part of national development; b) since Pilot Projects aiming at functional adult literacy among the active adult group increase efficiency of labor and productivity, they should be synchronized with any national development program; c) a master plan for functional literacy covering the whole province should be prepared and put into operation as early as possible; and d) all nation-building departments should work in a concerted and coordinated manner.

7. KHAN, Ansar Ali. Talime Balghan (Adult Education) --- Talimo Tadris (Lahore) 3(3-4): 105-116. 1970 (U).

The writer disucces the objectives of adult education in the context of Pakistan, surveys the present programs and problems and recommends steps for future guidance. In Pakistan hardly 25% people are literate. The illiterates in the cities constitute 11% and in the villages 89%. Since 72% of the adult population in the country depends on agriculture, the problem of adult education should be viewed mainly in the rural context. The writer discusses the present concept of adult education and emphasizes the need for functional literacy in Pakistan. Only those programs of adult education will be effective which respond to the indigenous condition and the local needs and problems. The writer presents a number of suggestion as guide lines for practical schemes of adult education.

8. QUDDUS, M.A. Role of Institutions and Organisations in Adult Education --- Pakistan Observer (Dacca) September 8, 1970.

In East Pakistan, there is no organization except the Adult Education Society in Chittagong that conducts literacy classes. Many such organizations are needed in the province. The first and immediate need is the creation of awareness in the people through the platform, the press, radio, and television.

Since adult literacy and adult education are the responsibility of the department of education, an attempt should be made to avail of the services of all educational institutions and persons right from the University to the primary schools for the eradication of illiteracy. In a short period of 2 to 3 years a network of adult education centers will be able to cover the 64,000 villages of the province. There are a good number of social organizations, registered and unregistered, in the country under different names. They are generally not self-sufficient in matters of finance. But they have got a group of people with dedication, and their sefvices should be made use of in this field.

9. RAUF, Abdur. Dehi Balighon ki Talim aur Rahnumai (The Education and Guidance of Rural Adults) --- Talimo Tadris

(Lahore) 3(1): 12-45. 1970 (U).

The social and economic life of our villages will not change until there is provision for a change in the mental and cultural life of rural adults. The writer surveys the problem of rural adult education in Pakistan and discusses its scope and history. A critical survey has been presented of the adult literacy campaigns in the past and their shortcomings have been pointed out. The writer also comments upon the attention which adult education has received in the New Education Policy, and commends the announcement to counter illiteracy on a national level. In consonance with the new policy the writer presents a scheme of his own for rural adult education. Various aspects of the proposed scheme, which is centered around mosque, have been described and discussed.

AGRICULTURAL EDUCATION

10. IMAM, Ali. Krishi Bidyalay Patthysuchite Radbadal Prasange (Regarding Change in the Curriculum of Agricultural University) --- Purbadesh (Dacca) August 12, 1970 (B).

The writer, a teacher in the Agriculture University of Mymensingh, advocates the introduction of the departments of basic sciences and arts subjects in the University and criticises those who want to keep the Agriculture University demarcated only to agriculture and allied subjects. The reasons, as put forward by the writer, are: 1) The Master Plan for the establishment of the University recommends the establishment of the departments of basic sciences and arts by 1970-71. 2) This will accommodate a greater number of students with the minimum of material cost and endeavor. 3) It will avoid duplication of efforts and physical facilities. 4) In no other country, a University of this kind is meant for agriculture only (cases of some Universities in India and USA are cited). 5) Finally, introduction of these subjects in no way harms the efficacy of teaching or study of agriculture in the University.

11. YASIN, M. Agricultural Education in East Pakistan --- Morning News (Dacca) August 23, 1970.

To provide for research and education in agriculture

and to man the work of extension or organization of the agricultural departments and organizations. The Food and Agriculture Commission (1961) and the Commission on National Education (1959) recommended the setting up of an Agricultural University in each wing. Accordingly, the former Lyallpur Agriculture College was upgraded as West Pakistan Agricultural University. In East Pakistan the Veterinary College at Mymensingh, which had no facilities for teaching agricultural science, was upgraded as an agricultural university. On the other hand the East Pakistan Agricultural College at Dacca, which had good research laboratories and more than 650 acres of land attached to it, lost its half century old research station as a result of the decision to construct the second capital in the neighborhood. Thus agricultural research work was in effect pushed back by at least thirty years.

To improve agricultural education in this country for producing efficient technical manpower for the agriculture sector it is essential to introduce a 4-year curriculum in the agricultural universities after Intermediate in science - Physics, Chemistry, Mathematics, and Biology. Agricultural research is useless unless its results are quickly disseminated to extension workers and farmers. Similarly, extension workers cannot create good impact upon the farmers unless new technologies are developed in agricultural laboratories, and the production inputs are made readily available to farmers at the right time.

CHILDHOOD EDUCATION

12. IQBAL, Allama. Bachon ki Talimo Tarbiat (Education and Upbringing of Children) --- Talimo Tadris (Lahore) 3(3-4): 1-10. 1970 (U).

This is a brief article on childhood education by the famous poet-philosopher of Pakistan, Iqbal. The original source from where this article has been taken is not quoted. Iqbal's approach toward childhood education is psychological and he advocates a scientific study and understanding of the period of childhood. He discusses some of the more important psychological characteristics

of childhood and explains their educational import. Children are psychologically different from adults and the basic principles of their physical, emotional and mental growth should guide their upbringing and education. Since children are highly impressionable the role of the teacher at this formative stage is vitally important.

13. ZAHIRUL, M. Shikha Shuru Karara Sarbathkrista Samay (The Best Time to Start Education) --- Purbadesh (Dacca) September 9, 1970 (B).

The writer maintains that the best time to start educating the child is when he is 4 or 5 years old. Up to this time the I.Q. of the child moves rapidly, but after 4 or 5 years it slows down a little. The education given, especially by the parents during this period, makes a deep impression on the child's mind. Education does not necessarily mean bookish education. It should be imparted: 1) by increasing his curiosity for the environment and the world through different means; 2) by making him acquainted with the language as quickly as possible; and 3) by preparing the child for study. The writer illustrates his views by analysing the concepts of a number of American and Russian child psychologists and their research findings.

14. RAFIQ, Mahmuda. Shishu Shikhaiya Prathamic Shikkhaker Dayitba (The Responsibility of Primary Teachers in Child Education) --- Purbadesh (Dacca) September 9, 1970 (B).

The responsibility of the education of children primarily rests on the parents, especially the mother. She initiates the education of the child in the family atmosphere. Later his academic life is initiated by the primary school teacher. The responsibility of a primary school teacher is very great in enabling the child to become a useful citizen. The teacher should have a sympathetic attitude toward children. The writer compares the children with flowers and concludes that they should be handled with delicate care and utmost patience. It is, therefore, necessary that primary teachers are given proper training. The writer prefers women to men as primary school teachers, because by nature the former are more sympathetic and kind to the children than the latter.

15. ZIA, Anjum. Education at the Prep and Junior Levels --- Dawn (Karachi) August 9, 1970.

Junior schools are mostly run by half-educated non-professional teaching staff. Any one can start a nursery, a kindergarten and even a Montessori school. This situation is harmful to the cause of child education. There should be a Pre-Education Board comprising specialists in the field of child education to control the existing nurseries and kindergarten schools. All the text-books and material presently used in junior schools needs reorientation. Teaching aids, improvised materials as well as ready-made stuff, every thing should be checked, renovated, and supplied where it is lacking.

New criteria in case of subject teaching should be formed. There should be training and refresher courses for all nursery school teachers. Parents have a very important role to play in the education of children. They have to cooperate and coordinate with the teachers. At the pre-school age environment plays a very important role and the child has to be approached very tactfully, delicately, and individually.

COMPARATIVE EDUCATION

16. KHAN, Iqbal. Eradication of Illiteracy in Socialist Countries --- Forum (Dacca) August 22, 1970.

Will the present government or any government that emerges after October be able to solve the problem of illiteracy? If not what exactly does the task involve? The answer to the first question is painfully obvious - partly because of the utter inadequacy of the goals set for the literacy program announced in the Educational Policy, and partly because even the attainment of these goals requires a degree of organization and commitment quite outside the power of the present political order. And the answer to the second question: A government likely to take the eradication of literacy seriously is one to whom the education of the people is of foremost concern. One of the things that distinguishes socialist regimes from almost all other regimes in the world is the former's deep commitment to raising the

level and quality of the education of masses. Only three months after the communists came to power in Russia, decrees were issued effecting a large number of structural and curricular changes in the country's educational system.

The experience of the developed countries of the world shows that universal and selective approaches are not mutually exclusive. The best progress is made by clearly delimiting areas of effort and ensuring that a hundred per cent success is achieved in these areas in the minimum time. But this can come about only in the context of a universal effort which, apart from tending to people or areas not included in the intensive plan, generates a consciousness and will that are the necessary conditions for the success of an intensive-selective campaign.

117. SAMAD, Ibne Ghulam. Chiner Shikkabybasta (Educational System of China) --- Purbadesh (Dacca) August 5, 1970 (B).

The new educational system in China is an outcome of the cultural revolution. The main philosophy of the system is based on the theory that education must be freed from the influence of the middle class and bourgeois mentality in order to create a classless society. The fundamentals of the system are: i) analysing Mao-Tse-Tung's thought, ii) reservation of the right of higher education only for the children of the peasantry and laborers, iii) abolition of the system of examination, iv) shortening of the duration of educational period, v) introduction of technical and vocational oriented educational syllabus, vi) inculcation of the theory of the dignity of labor, and vii) making of the scope of higher education selective and limited. The writer criticises the system of education in present-day China as aiming at producing only better technicians, and not at developing the intelligence and faculty of a man. Secondly, the system is unscientific, because it envisages solution of all problems exclusively by following the thought of Mao-Tse-Tung. Mao-Tse-Tung is after all a human being. The writer criticises the way the Chinese are showing disrespect to the Chinese thinkers of the past like Yat Sen and others.

18. ZAKI, W.M. & M. Sarwar Khan. International Comparison --- In: Pakistan Education Index, 25-26. Central Bureau of

Education (Islamabad) 1970.

About 84 per cent people are illiterate in Pakistan.... This illiteracy rate is one of the highest in the world at a time when a large number of developed countries have practically wiped out the course of illiteracy. In 1965 only 27 per cent children of the school-going age were attending schools in Pakistan. In many other developing countries the percentage of children attending schools is substantially higher than that in Pakistan.

In the field of higher education also we lag far behind other developing and developed countries. The emphasis in our education system is on humanities and social sciences. We produce only 24 per cent graduates in the field of natural sciences. In other countries the percentage of science education is much higher.

The expenditure on education in Pakistan is around 2 per cent of its Gross National Product, whereas other countries are spending much larger proportion of their Gross National Product.

CURRICULUM

19. ABDULLAH, Abu Ahmed. Educating the Consumer in Pakistan -- Action (Lahore) VIII (3): 1-5. July 1970.

The writer discusses the utility of introducing the subject of consumer education, such as business administration, in the school curriculum. This may also be included in the cirriculum of home economics which is taught in many educational institutions in Pakistan.

Some type of consumer education is necessary for the following reasons: 1) Imperfect competition in the economic system, 2) buying is a complex process, 3) impoverished consumer public, and 4) inadequate planning and budgeting by the consumers. But consumer education can help people to be more intelligent, more effective and more conscientious consumers. This will also help utilization of income in the best possible way.

The writer suggests some topics for inclusion in the course of consumer education, such as Pakistani consumers'

problems and opportunities, managing money and budgeting, effective shopping, prices, market and advertisements, study of production and distribution etc. He suggests inclusion of consumer education in the adult education program and also in seminar and conferences of APWA and other agencies and Welfare Associations.

20. KHALEQUE, Mohammad Abdul. Madhyamic Shrenir Syllabus Sangkat (Problem of Syllabus at Secondary Level) --- Purbadesh (Dacca) September 16, 1970 (B).

The writer discusses the present curriculum problem at the secondary school level. He finds the present curricula impractical and a burden on the students. The present syllabus at that level requires the students to acquire knowledge of too many subjects and of at least three languages other than the mother tongue, such as English as an international language, Urdu for national integration, and Arabic for religious purposes. It is, therefore, practically impossible for the students to make a deep study of the subjects they are expected to learn. Their learning of languages, including the mother tongue, also remains incomplete.

The writer suggests lessening the burden on the students and recommends the following syllabus for all branches of Secondary education: 1) One paper - English and literature - 100 marks; 2) two papers - Bengali language and literature (or Urdu for Urdu-speaking students) - 200 marks; 3) One paper General science - 100 marks for the Humanities and Commerce Group and one paper of Elective Mathematics - 100 marks for science group; 4) One paper - 100 marks for Indo-Pak history; 5) One paper - General Mathematics - 100 marks; 6) One paper - Religious Teaching - 100 marks; and 7) Three papers - 300 marks for elective subjects for each group. The writer suggests increase in the number of elective subjects.

21. SIDDIQI, Masud. Ibtedai Madarij men Muravvaja Nisabe Urdu ka Tanqidi Jaiza (A Critical Survey of the Prescribed Urdu Curriculum at the Elementary Level) --- Talimo Tadris (Lahore) 3(1): 68-78. 1970 (U).

The writer discusses the modern concept of curriculum, the basic principles of curriculum development, salient

characteristics of good curriculum and the objectives of primary education. Within the framework of these criteria the importance of Urdu language and the objectives of its teaching have been reviewed. The writer then critically surveys the Urdu language curriculum of different classes at the primary level and points out its strengths and drawbacks. It is concluded that the present Urdu curriculum is, on the whole, adequate and is based on the felt needs of the student. The curriculum, however, is not entirely free of weaknesses and it should be reviewed from time to time.

DEVELOPMENT OF EDUCATION

22. ZAKI, W.M. and M. Sarwar Khan. An Overview of Progress --- In: Pakistan Education Index, 7-10. (Islamabad) Central Bureau of Education, 1970.

Immediately after independence in 1947, Pakistan was faced with staggering problems in all the fields of its national life including education. The inherited educational setup was not appropriate to the needs of the new nation. There was need to reorientate educational programs with a view to bringing them in consonance with the history and culture of the country and also to fulfilling the new needs in the field of science and technology.

In spite of great efforts made for the improvement and expansion of science and technical education, the main development in education has since been the expansion in enrolement and continuation of programs handed down from the pre-independence days. Real break through in science and technical education has yet to be achieved.

There is a comparative picture of educational situation in 1947 and in 1970. The country has implemented three Five-Year Development Plans during the period. The picture shows how much progress has been made during each plan period in the field of education.

EDUCATIONAL RESEARCH

23. ZARIF, Qazi Muhammad. Research in Educational Problems --- Pakistan Educational Review (Islamabad) 1(3): 67-84. July, 1970.

Research is essential for the development and growth of

education and has a very wide scope of activity ranging from simple collection of material to a critical study of the reflective process. In Pakistan lack of research has been listed as a serious gap in the educational development of the country. All the three five-year plans stressed the need of a scientific study of educational problems and recommended concrete measures for their solution. The salient measures are the establishment and gradual development of the institutes of Education and Research Departments in the universities, an increase in the number of teachers' training colleges, establishment of laboratory schools and institute of Studies of Educational Economics. But the program is still in its infancy and suffers from quantitative and qualitative deficiencies. There is lack of both research work and research facilities. Funds are lacking; necessary services like documentation, computation and consultation have not been developed; and finally, there is no agency to plan, develop, and coordinate research efforts.

The writer suggests: 1) creation of training facilities for research workers abroad, in the universities and research bodies such as Atomic Energy Commission, Council of Scientific and Industrial Research, etc.; 2) encouragement to the universities to take up different research studies and establishment of Departments of Education in at least two universities, especially for the purpose of educational research; 3) introduction of education as a subject of university education or development of teacher training colleges on the pattern of Russian Pedagogical Institutes; 4) increase in the number and the improvement of existing research facilities; 5) establishment of research cells in the Boards of Intermediate and Secondary Education, Text Book Boards and Educational Extension Centers; 6) establishment of a Central Council of Educational Research and Training for planning; and 7) coordination and fixing priorities of research programs at national level. The writer also identifies a few areas for research studies.

EDUCATION PLANNING

24. ANAS, Ahmed. Ta'aleem Yafta Berozgaron ka Mas'ala (The Problem of Unemployed Educated) --- Jang (Karachi)

September 10, 1970 (U).

The problem of the unemployed educated basically relates to the type of education we offer to our young men. If the educational set-up is not in consonance with the needs of the country, it is bound to produce a horde of unemployed educated people. We have to impart the type of education which will make our young men useful citizens of the country. The government had appointed a manpower requirement commission sometime ago. But it is not known if the commission is still in existence and engaged in its work. It is high time the Sind government appointed a new commission to make recommendations for the introduction of the right type of education in the country.

A number of suggestions have been put forward for such a manpower requirement commission. It has been emphasized that the commission should bear in mind that it is making recommendations for a Muslim country and that its recommendations should accord with the special cultural and ethnic values of the country.

25. HASHMI, Ashraf Hussain. Pakistan Mein Ta'aleem ka Husool (Acquiring Education in Pakistan) --- Jang (Karachi) September 17, 1970 (U).

Literacy percentage is alarmingly low in Pakistan, and it has remained static for the last so many years. The main reason for this low literacy percentage is our education policy of the past. We are following in the footsteps of the British who introduced a system of education which was meant only for a certain class. Still education is a prerogative of the few.

In the last twenty-three years education remained confined to a certain class. Even today education is a trade commodity, and only well-to-do people are in a position to send their children for education. So much so that education is beyond the reach of the middle-class people. There are more and more public schools and cadet colleges for the rich, but no education facilities have been provided for the common man. If immediate attention is not paid to this problem it will have serious repurcussions.

26. HUQUE, Abu Obaidul. Our Education Planning --- Morning News (Dacca) July 19, 1970.

Planning and research are correlated in education just as in other fields of national endeavor. Planning is the technique and research is the outcome of the planned technique. As our educational planning is not efficient and appropriate, it causes wastage of time, labor, and money.

The vital characteristics that our educational planning lacks are: (a) to evaluate educational issues and trends and their repercussion on our social and national life, (b) to provide impersonal and sober assessments and judgments on the controversial issues, such as secular and non-secular education, English or national languages as medium of instruction, etc., and (c) to determine and analyse the prevailing weeknesses and deficiencies in our education system.

Our educational planning must be based on the geographical and socio-economic background of the people. There should be a number of sub-committees to cover the various communities having different socio-economic and geographical structures. There should also be a central steering committee to develop the final plan, make sub-committee assignments, direct the fact-finding activities and review and make final recommendations.

27. KHAN, Mohammed Rafiq. Ta'aleem Yafta Tabqae mein Berozgari (Unemployment Among the Educated) --- Imroze (Lahore) July 21, 1970 (U).

Unemployment among the educated class is a universal problem. It is more acute in developing countries. The disproportionate increase in population as against economic resources of the country is one of the reasons of mass unemployment in the educated class. The other big reason is the prevalent system of education which does not suit the needs and requirements of modern times. Our education system is still producing office clerks in great numbers. The importance of scientific and technical education, though accepted in principle, has found no expression in practical field.

The present system of education needs complete overhauling, and the emphasis now should shift to science and technology. Agriculture is the backbone of our economy, and it should be introduced from the earliest stages particularly in rural areas. We have to stop the village student from going to city for seeking employment.

Then follows a discussion on priorities in the field of education. It is also suggested that we have to change the popular notions of respectability and discourage the white-collar job mentality.

28. NAZEER, Mian M. Education - Neglected Sector --- Pakistan Times (Lahore) September 15, 1970.

The obsession of our planners in the past with the so-called productive sectors, namely, agriculture and industry, has led to the most unfortunate neglect of education. The First Five-Year Plan made but a modest allocation to education; the second Plan seemed to be more cognizant of the significance of the human resources sector, which could claim, in spite of the recognition, a bare 6.7 per cent of the total government financial outlay of the Plan. The 3rd Plan made greater allocation which also remained woefully low in comparison with the needs. The allocation of the 4th Plan, however, is expected to raise the percentage of G.N.P. spent on education to 3.5, which, though one of the lowest in the world, is reassuring. But increased allocation will not improve the quality and content of education unless the educational system is geared and adapted to the economic and social needs of the country. While preparing the base of education, the problems like overpopulation, rapid urbanization, industrialization, etc., should be taken care of. Another point which needs to be borne in mind is that educational development is a function of interaction of the qualitative expansion, and that educational development must be so regulated that a proper balance is maintained between expansion and quality improvement. The key to quality improvement depends on a proper teacher's training system, both pre-service and in-service. The writer suggests the maintenance of balance between different levels of education, emphasis on education in science and technology, and rural and agriculture oriented education in the rural schools. He warns against the wastage in education, such as dropouts and repetitions.

29. SIDDIQUI, Anwar H. University Graduates Key Liye Mulazmaton Key Mawaqey (The Job Opportunities for University Graduates) --- Jang (Karachi) September 22, 1970 (U).

There is no proper exploitation of trained and educated people in Pakistan. The concept of manpower planning has not taken root so far, and very little research has been done in this field. The lack of planning has resulted in mass unemployment of educated people. This situation has compélled a great number of our trained people to seek employment abroad. With sound manpower planning our educated and trained people can be gainfully employed in the country.

The administrative structure is a big hurdle in the employment of highly trained technical personnel. In the higher services job opportunities are not open to them. A mere graduate who gains admission to beuracratic hierarchy through a competitive examination is supposed to serve in any capacity even in purely technical fields.

Since independence education has made great strides, and the number of educated people is increasing constantly. But this increase is largely useless because of lack of planning. We are producing art graduates in thousands, whereas our needs are in other fields. The field of professional education is still a neglected one. Unless a drastic change in the educational setup is effected through sound manpower planning the problem of mass unemployment of educated people cannot be solved.

ELEMENTARY SECONDARY EDUCATION

30. ALI, Md. Azhar. Integrate Primary With Secondary Education --- Pakistan Observer (Dacca) September 16, 1970.

It is keenly felt that to remove illiteracy from Pakistan compulsory primary education must be introduced in the country. But the task of enforcing compulsory education is really gigantic, especially for a poor country like ours where more than eighty per cent people are illiterate. Nevertheless, a good start shall have to be made within the limits of our resources. With the achievement of independence, a burning desire for education, which is not limited only to primary education, has grown in all

sections of our society. Although the rate of dropouts in primary schools is more than fifty per cent, primary education cannot be thought of as separate from secondary education. So, an integration of primary with secondary education is essentially needed for the proper development of our future manpower. The curriculum of primary education needs to be reviewed from time to time in the light of social changes and individual needs and interests, so that it might prove to be a continuous one as far as the core subjects are concerned, when the students step over to the next higher stage, viz., economic education. In consideration of our social need and economic ability, the secondary stage of our education occupies a very significant place in our entire system of education. It is here that our future productive manpower is created. The core subjects need continuity and correlation.

31. An Educationist: More Women Teachers are Needed at Primary Level --- Pakistan Observer (Dacca) August 19, 1970.

An interesting and important aspect of the problem of supply of teachers for primary schools is the proportion of women to men teachers. In Cambodia, Nepal and Pakistan the number of women teachers is less than ten per cent of the total number of primary school teachers. If only trained teachers are considered, the proportion of women to men is still lower. In Pakistan it is a bit more than 7.93.

Perhaps the greatest hurdle in the attainment of universal primary education in all countries in Asia, especially in Pakistan, is the education of girls, In most of the countries in Asia including Pakistan, the number of boys attending schools is considerably larger than the number of girls. The Regional Meeting held at Karachi in 1960 made some useful proposals for encouraging women to take up teaching work. These are as follows: 1) Relaxation of age and educational qualification, as an emergency measure, in the case of women teachers. 2) Provision of accelerated courses for women of sufficient maturity to enable them to acquire qualifications needed for admission to teacher training institutions. 3) Provision of residential quarters for women teachers, particularly in rural areas. 4) Fee concessions for girl students in secondary schools.

The inadequate supply of women teachers has given rise to two problems that have been constantly impeding our progress in primary education. First, the very slow progress in the education of girls has been acting as a deterrent to the attainment of universal compulsory primary education in Pakistan within the prospective plan period. Secondly, the relative dearth of women teachers is one of the most vital factors responsible for the slow progress of girls' education.

32. BAKHTIARI, Qaiser Husain Khan. Problems, Needs and Prospects of Education in Pakistan with Special Reference to Secondary Education --- Pakistan Educational Review (Islamabad) 1(3) 116-139, July, 1970.

The writer discusses the problems, needs, and prospects of secondary education in Pakistan and also describes the achievements in this field. The recommendations of the Commission on National Education were the first comprehensive attempt to solve the problems and remove the defects in secondary education. On the basis of the recommendations of the Commission, courses of study at secondary level were diversified and intermediate stage was brought under the control of the Board of Intermediate and Secondary Education. A Curriculum Committee was also formed to prepare curriculum for diversified courses at lower secondary and higher secondary stages of education. The Boards of Intermediate and Secondary Education, specially of Karachi, established a Research Division and General Ability and Aptitude Tests Center to guide the students to select courses according to their aptitude and interests. The writer favors a centralized examination system and also a system of objective tests for at least 50% questions. Some experiments in this respect were already carried out by the Karachi Board. The writer also stresses the importance of physical education for the harmonious development of personality of the students and lists the efforts made by the Karachi Board of Intermediate and Secondary Education in this respect.

33. REAZ, Ahsan. Needs of Rural Children in Pakistan --- Pakistan Educational Review (Islamabad) 1(3) 109-115. July, 1970.

This is a sociological and economic study of the problems and needs of the children in the rural areas of Pakistan.

Since 89% children under 10 years of age live in rural areas, the problems and needs of child education in Pakistan are primarily the problems and needs of the rural child. But national efforts to solve their problems and meet their needs in the matter of health,food and nutrition, housing, education etc. are disappointing. The most important need of a child in a village is the need for his education.

At present only 7% of children under 10 years of age can read and write, and very few of them can afford education beyond primary stage. The main reason is poverty which is also responsible for the high wastage of dropouts in education. According to the writer, the educational system and curricula for the rural areas should be so designed as not to obstruct the children if they wish to supplement their parents' income. Their education should emphasise vocational training and ensure practical returns to the villagers. This will encourage the village people to send their children to schools. Organization of rural libraries also will motivate the rural children to have education.

34. USMAN,Mohammad. Ibtedai Madrason men Nazryati Tarbiat (Ideological Training in the Elementary Schools) --- Talimo Tadris (Lahore) 3(1): 1-11. 1970 (U).

For every ideological state it is essential that its young generations are trained into its ideology. In Pakistan such training has been far from adequate. At the primary level in Pakistan there are three subjects which introduce the student to his country, namely, Islamiat, Urdu and Social Studies. The writer critically surveys the primary school curriculum in these subjects and points out the major curricular inadequacies from the point of view of the ideological training of children. Not only that the ideological objectives have been neglected in the curriculum but there is also no place for them in the teacher-training courses. Unless teachers receive a grounding in their national ideology, they can hardly impress it upon their students.

35. ZAKI, W.M. and M. Sarwar Khan. Primary Education --- In: Pakistan Education Index, 11-12. (Islamabad) Central Bureau of

Education, 1970.

At the time of independence there were 28,000 primary schools in the country and in 1970 the number rose to 60,000. Majority of primary schools - over 90 per cent - are run by the government. About 2 per cent are maintained by the local bodies and the rest by private organizations. Practically, the government meets the total cost of primary education in the country.

There were 5 million children studying in primary classes in 1947, and this number has doubled in 1970. The growth in primary school enrolment was particularly rapid in West Pakistan especially in female enrolments. In East Pakistan the rate of dropouts is higher than in West Pakistan.

There were about 100,000 teachers in primary schools in 1947 as against 200,000 in 1970. In East Pakistan the percentage of trained teachers rose from 45 in 1947 to 70 in 1970. In West Pakistan this percentage was 50 in 1947 and 90 in 1970.

The total government expenditure on primary education in 1947 was Rs.15,000,000 as against Rs.300,000,000 in 1970.

36. ZAKI, W.M. & M. Sarwar Khan. Secondary Education ---
In: Pakistan Education Index, 13-15. (Islamabad)
Central Bureau of Education. 1970.

There were 6,100 secondary schools in Pakistan in 1947. In 1970 this figure has risen to 11,100. In the secondary school education private sector has always played a very important role, and even today more than 80 per cent schools are run by private sector. The enrolment at the lower secondary level in Pakistan in 1947 was 400,000 which rose almost to 2 million in 1970. The enrolment at higher stages increased from 143,000 in 1947 to 775,000 in 1970. There were 42,800 teachers in secondary schools in 1947 and this number increased to 117,000 in 1970.

The total annual government expenditure on secondary education in Pakistan in 1947 was less than 10 million rupees. The estimates for 1970 are Rs.150 million. In 1948 only 33,000 candidates passed the matriculation

examination. For 1970 the estimated number of passes is estimated at 237,000. There is a marked increase in the number of girls passing the matriculation examination. In 1947 only 800 girls passed the matriculation. In 1970 this number is estimated at 13,000.

EXAMINATIONS

37. GHANI, Abdul. Porikkha Poddoti Poribartan (The Change in the System of Examination) --- Dainik Pakistan (Dacca) September 29, 1970 (B).

The present system of examination calls for a drastic change. Most students at present are prone to memorize their lessons. They have developed this habit because they know the general pattern of examination questions. Same questions are repeated every year. This situation needs to be changed if it is desired that the students give up the habit of cramming their lessons. In some developed countries textbooks are made available to the examinees in the examination halls, and questions are so framed that the students have to draw upon their own intelligence and resourcefulness. If the system of examination is suitably changed in our country the students will give up the habit of memorizing and using unfair means. Instead, they will learn to rely on hard work and their intelligence. Our syllabus also needs a drastic change. The present syllabus is of little use to the students in their future life.

38. HAIDER, Ali. Uccho Mataddhamic Porikkharfol-o-Koekto Kotha (The Result in the Examinations of the Higher Secondary Stage and a Few Words) --- Sangram (Dacca) August 30, 1970 (B).

It is indeed sad that the standard of education in the province is going down day by day. The results published by all the Boards in the province indicate that the standard of education in our province is lower than what it was some years back. Last year the percentage of successful students in Dacca and Comilla Boards was 61.1 and 60 respectively, but this year the percentage is 50.28 and 49.4 respectively. In West Pakistan, however,

the percentage of successful candidates is higher than that of successful students in East Pakistan. Moreover, the number of educational institutions, particularly the number of colleges in West Pakistan, is far higher than in this province. This clearly shows that there still exists disparity in our educational field.

Undoubtedly there is a genuine feeling that more and more private colleges should be established to accommodate students. But an evil aspect of such private colleges is that they are mostly founded to serve commercial purposes. New colleges should, therefore, be opened by the government. The Government should also see that proper education is being imparted in all government and private institutions.

39. SATTAR, Ellen. Is Matriculation Needed?--Forum (Dacca) August 8, 1970.

Failure at Matriculation level is in the region of 50%. This is a shocking wastage of the country's scarce resources. Students who survive in the system to the age of 16, represent a tremendous investment in money, time and labor. They are a scarce commodity, and yet 50% of them fail to achieve their goal. The fact is that the majority of students do not 'fail at all.' They merely fail in one or perhaps three papers out of the compulsory of 9 they are forced to take in order to 'matriculate.' And yet they are considered to have 'failed' in the Matriculation examination despite the fact that they may actually have passed most of the 9 papers . If a student fails in a paper he should be allowed to retake it at a later date. Unfortunately in our system, if a student fails in a paper . he is forced to retake all the papers in his group unless he is given a special exemption. This is given only if he has gained 45% or more in all the other papers. . It is doubtful if such a wasteful system exists in any other country of the world.

Alternative to the present system: (a) No compulsory subjects. (b) No compartmentalization of subjects. (c) Pass or fail in individual subjects. (d) Replacement of the present Matriculation certificate by certificates awarded for individual subjects. This would lead to: 1) a great saving of national resources, 2) the removal

of the stigma attached to 'failing' in matriculation, 3) the alleviation of the present disparities between urban and rural education and between school and school, 4) the facility to students to defer their choice of specialization until they are more sure of their abilities in certain fields and to make a more mature decision about future studies and or employment, 5) concentration of the energies of the students on the areas which attract them and in which they excel, 6) the bringing of Pakistan in line with the more advanced countries who have abolished examinations like Matriculation decades ago. This would entail: 1) a new examination, perhaps to be called the Tenth Grade Examination, and 2) new criteria by which colleges would have to judge the merits of the students.

EXTRA-CURRICULAR ACTIVITIES

40. BISWAS, Liaqat Ali. Shikhaya Saha Pathakramer Praiyusa (Necessity of Extra-Curricular Activities in Education) --- Purbadesh (Dacca) September 9, 1970 (B).

The writer emphasizes the need of extra-curricular activities in education. Education is not limited only to books. Real education means that the students should come to know their surroundings, must be aware of themselves physically, mentally, and socially. But mere reading of books cannot give this allround education. Extra-curricular activities, such as games, physical exercises, educational tours and excursions, participation in debates, writing and publishing magazines, and participation in radio and television programs, ppovide the students with manifold and varied experiences of the practical life. Games inculcate in the students team spirit and a sense of leadership. Besides, such activities keep the students physically fit. Tours and excursions make the students adventurous, and the forums such as debating societies, radio, television, and magazines provide the student the opportunity to express themselves freely. Extra-curricular activities thus help the students develop mentally, physically, morally and socially and become useful and patriotic citizens.

HIGHER EDUCATION

41. AHMED, Saiyid Qavi. Role of Private Enterprise in Collegiate Education --- Students Magazine Sind College of Commerce (Hyderabad). 1968-69 & 1969-1970: 14-19.

Private enterprise has played a significant role in the development of college education in the country during the last hundred years in general and during the period 1947-1948 in particular. The writer traces the genesis of private enterprise in education in the sub-continent in general and in the regions that constituted Pakistan in particular. The writer gives a detailed account of education from 1835, mentions the findings of Adam's Report on indigenous education, the Philanthropic Educational Foundation of Haji Muhammad Mohsin, Woods Education Despatch introducing the system of grants-in-aid to supplement the efforts of private secotrs in education, establishment of Mohammaden Anglo-Oriental College at Aligarh, etc.

After independence vigorous efforts were made at the private level to establish new colleges throughout Pakistan. Even at present almost 55% colleges in West Pakistan are non-governmental. The writer feels that at present there should be no further expansion in the number of non-government colleges, rather, the existing ones should be consolidated. He suggests some changes in the policy of grants-in-aid to private colleges and recommends that the colleges that are equipped with all facilities should be given liberal aid for the first 10 years and after that only token grant-in-aid. Besides, the government should provide other types of incentives for private enterprise in education just as they are provided for industry and agriculture.

42. AZEEM, Mohammed. Niji Kalijon ka Ordinance (The Ordinance for Private Colleges) --- Jang (Karachi) August 22, 1970 (U).

As a number of malpractices had crept into the management of private colleges. the Government promulgated an ordinance to put the matters right. This ordinance has come into force on 25 June 1970. The rules and regulations under which this ordinance will work are to be

framed by the respective provinces in due time. This means that in spite of its immediate promulgation it will not be effective until the rules and regulations are framed.

The ordinance is critically examined. It deals mainly with the formation of governing bodies and their working. An examination of the ordinance shows that it is not going to achieve its desired goal of proper and effective college management. There is some detailed discussions on various provisions of the ordinance, and some suggestions have been made to improve upon the present legislation.

43. CHAWDHURY, Kabir. Higher Education in Pakistan --- Pakistan Educational Review (Islamabad) 1(3) 32-50. July 1970.

The objectives of our higher education include the production of leaders in government, business, and learned professions. Considerable development has taken place in this field during the 2nd and 3rd five-year plans in the form of increase in the number of institutions and physical facilities, specially emphasis on science education, revision of pay-scales of teachers, etc., and expenditure on higher education has been steadily increasing. But mere spending of more and more money cannot solve our problems. The writer examines some critical issues in the field of higher education. The issues are: quality versus quantity, educational administration, research in the universities, coordination among the institutions of higher education and cooperative teaching, determination of the medium of instruction at college and university levels, and maintenance of balance in the field of higher education between specialised study of science subjects and liberal general education. According to the writer we should pay more attention to quality than to quantity. To improve quality we should try to have a better teacher-student ratio, provide for more effective teacher training, equip the teachers with new modern instructional aids and strengthen the students' guidance and counselling program. At the same time we should adopt a satisfactory method of admission of suitable students to our institutions of higher learning. Besides, we should switch over to the national languages as

media of instruction at higher education levels within the next ten years and also re-emphasize the teaching of English language as a subject right up to the degree level.

44. HUQUE, Abu Obaidul. College Shikkhar Unnoti Hok (Improve College Education) --- Dainik Pakistan (Dacca) September 30, 1970 (B).

At present there are about 250 colleges in East Pakistan with an enrolment capacity in the first year of college of 32,350 in Humanities, 15,685 in Science, 18419 in Commerce, 250 in Education, and a little over 100 in Home Economics. In contrast,more than two hundred thousand students have passed the secondary school certificate and about one hundred thousand have passed the HSC examinations. Existing colleges cannot possibly accommodate all the successful students. To solve the admission problem we need far more colleges than the existing ones. Although a number of new colleges are being opened every year, the atmosphere in most of the newly established colleges is not conducive to education. Commercial interest dominates in these institutions, and little care is taken to provide adequate facilities and to maintain educational standards in the colleges. The writer discusses the educational conditions in new private colleges and points out the necessity for imposing rigorous conditions for the opening of new colleges.

45. HUSSAIN, Syed Sajjad. Planning New Universities --- Contemporary Affairs (Rawalpindi). II (7): 17-32. Autumn 1970.

The combined resources of the existing Universities and colleges in Pakistan are inadequate to meet the rapidly increasing demand for higher education. This brings to the fore the question of planning and development of new universities. The writer is strongly of the opinion that the idea of organizing universities as corporations in campuses removed from towns is out of place in a developing country like Pakistan with its limited resources. This creates more problems than it solves. He warns against the blind imitation of the Western pattern of higher

education merely because that appealed to us at an earlier stage of our history. A balance should be established between the needs of higher education and our limited financial resources and for further strengthening primary and secondary education to give a firm foundation to higher education.

46. ZAKI, W.M. & M. Sarwar Khan. College and University Education --- In: Pakistan Education Index, 16-17. Central Bureau of Education (Islamabad) 1970.

At the time of independence there were only 19 colleges in Pakistan. The number in 1970 stands at 665. There are generally two types of colleges in Pakistan, intermediate colleges covering classes XI-XII and degree colleges covering classes XI-XIV. The number of intermediate colleges is roughly half of the total. The total enrolment in colleges for arts and science in 1947 was 32,000. The figure stood at 488,000 in 1970. The increase in the enrolment of women is greater than of men. There are about 14,000 teachers at present working in the colleges for arts and science in Pakistan.

The total amount of expenditure on colleges and universities for arts and science in 1947 was Rs.300,000. In 1970 it is estimated at Rs.200 million. The output at the Intermediate level in 1961 in Pakistan was 21,000. The figure for 1970 is estimated at 124,000. The output of Graduates in Pakistan increased from 10,000 in 1960 to 39,000 in 1970.

HISTORY OF EDUCATION

47. JAFAR, Jafar Hasan. Qadeem Unaan Mein Ta'aleem (Education in Ancient Greece) --- Sayyarah (Lahore) 17(3-4): 30-34 and 39-44, 1970 (U).

This is a brief historical survey of the education system in ancient Greece. The modern world has inherited much from the Greek civilization in every field of learning and so in the field of education. The article contains a brief history of ancient Greece and the then prevalent social system in different city states.

The main city states were Sparta and Athens, both rivals to each other. Both these city states had different systems of education suiting to their respective needs. The writer discusses each system of education in some detail and points out that in Sparta the emphasis was on physical culture whereas in Athens it was on arts and science. Special mention is also made of the great scholars produced by the Greek civilization.

LANGUAGE, Teaching of

48. KAMAL, Gholam Mustafa, Engrajir Shikkhar Bhabishhot (The Future of English Education) --- Dainik Pakistan (Dacca) August 30, 1970 (B).

When we speak of the future of English in our country we become very emotional and conclude that since we are an independent nation we need not have English in our midst for long. It is also often said that the sooner English is withdrawn from our educational institutions, the better for our new generation. There is no doubt that an independent nation should not cling to any foreign language. But if we give dispassionate thought to this question we would certainly come to the conclusion that for technical and scientific education the importance of English cannot be ignored. At a time when books on technological and scientific subjects are not available in Bengali, it appears fantastic to clamour for the immediate withdrawal of English from the country. We have to admit that English is the only medium for establishing international contacts. Despite strong advocacy of national languages one should not forget that English will continue to occupy an important place in our life.

49. SIDDIQUI, Mushtaqur Rahman. Urdu Zubaan Aur Us Ki Tadrees Key Maqasid (Urdu Language and the Purposes of Its Teaching) --- Fikro Khyial (Karachi) 8(8,9): 15-20, 1970 (U).

The importance of language cannot be overemphasized. It is the mirror of a country's culture, traditions, and modes of life. In Pakistan Urdu and Bengali are the two

national languages. Urdu, though not the language of any particular region, is well understood throughout the length and breadth of West Pakistan. The local languages of West Pakistan are not quite alien to Urdu, and it has many things in common with these languages. In past Urdu has been the cultural language of the Muslims of the sub-continent.

In our education scheme the importance of national languages has been emphasized time and again. However, no concrete steps have been taken so far to introduce it as the medium of instruction at all levels. The teaching of a language requires scientific approach, and nothing like this has been done in case of Urdu. Teaching methods are out-moded. Textbooks are required to be written on the basis of graded vocabulary. There is need of much research in the field of teaching methods.

LIBRARIES

50. ALAM, A.K.M. Shamsul. Duty of a Librarian --- Pakistan Observer (Dacca) September 9, 1970.

The library as an institution exists for the benefit of a community. Those who enter the library profession assume certain obligations and have to maintain ethical standards of behavior in relation to the governing authority under which they work, to fellow workers, to other members of the library profession, and to society in general. One must believe as a librarian that one belongs to an essential profession in a good society and that it is a great personal privilege to strive to meet the standards of conduct set forth in this code. A librarian should seek to serve the high purpose of libraries to provide free and ready access to books and other records of men's experience for the education, information, and recreation of all people. He should devote his talents and energies to the cause of good library service wherever his work calls him. He should loyally carry out his responsibilities to the governing authority under which he works and should faithfully serve his colleagues in his own library and throughout the library world. He should direct all his efforts toward the betterment of library services not only for

our generation but also for the generations to come. He should endeavor to promote library service that will benefit all the members of the community or organisation of which he is a part. He should loyally discharge his obligation to provide effective and efficient library service and to make good use of every opportunity to improve and extend helpful services to readers. He should adhere to the principles of intellectual integrity in maintaining high standard of library service and should defend these principles against any actions that will comprise or weaken the usefulness of the library to its readers.

51. ISA, M. A Survey of Libraries --- Morning News (Dacca) August 23, 1970.

The library position throughout the country is deplorable. A number of libraries under the government bodies and institutions are run by untrained persons. The old concept that library service is nothing but a book-keeping and book-guarding business still holds good. So long as this outlook does not change there will be no progress in the library services of the country. The librarian has no place in the administrative setup of educational institutions, and he is excluded from the academic-cum-administrative discussions in the faculties of the college.

The writer has listed and discussed some of the salient features and made some suggestions that may serve as a guide to the persons engaged in selecting the library materials for purchase.

52. Librarianship in Pakistan --- Pakistan Observer (Editorial) (Dacca) July 12, 1970.

Libraries are inseparable from the educational process in the modern world. They are the necessary link between knowledge, past and present, and prepare the ground for breakthrough in different branches of knowledge on which human progress depends. Neither the importance of libraries nor that of those who are in charge of these storehouses of knowledge can be over-emphasized. Librarians in this country have always felt that they do not get a fair deal from the authorities and society

at large. The recently announced revised pay-scales of teachers is a case in point. In the new pay structure the librarians have been completely ignored. Both teachers and librarians belong to the same kind of profession and work in institutions connected with education, and the neglect shown to the librarians at the time of the revision of the pay-scales of teachers is not understandable. Librarians in our country are by and large a frustrated lot. The pay-scales of the librarians in schools and colleges are very low. The service conditions for librarians in private organizations and autonomous and government bodies are far from satisfactory. All these have combined to create an uncertain situation for the librarians. Even foreign-trained librarians have a hard time finding suitable jobs, and many of them are eager to leave the country at the earliest opportunity.

53. SIDDIQUI, Zain. Pakistan Mein Library Science ki Ta'aleem (The Education of Library Science in Pakistan) --- Jang (Karachi) September 5, 1970 (U).

The importance of libraries cannot be overemphasized in the modern world. However, libraries cannot play the desired role if they are not manned by capable and trained librarians. The role of a librarian is not that of a mere keeper of books. He guides students, helps research scholars, and provides up-to-date information to all who require it. To attain this level of proficiency a librarian requires thorough training in library science.

The teaching of library science as an independent subject began in America in 1887. In the subcontinent library education started some fifty years ago. The progress of education in library science from the diploma courses to the present-day master's education is a long story. The writer relates this history along with the various courses of education prescribed in the field of library science.

LITERACY

54. MANNAN, Q.A. Need for Fundamental Education --- Pakistan Observer (Dacca) July 8, 1970.

In studying the problems of the underdeveloped countries, UNESCO has correctly put its finger on ignorance as

humanity's enemy number one and as the root cause of all problems. Ignorance hinders the development of human personality; it prevents people from making proper use of modern scientific and technical knowledge; and it is responsible for the backwardness of the people, their poor and unhygenic living, and their superstitions, prejudices and age-old traditions. The UNESCO, therefore, rightly considers that any attempt at the improvement of the living standard of the people of the underdeveloped countries should be regarded as an attempt to eliminate illiteracy. These considerations have led UNESCO to formulate a consolidated program of fundamental education. It is fundamental in the sense that it provides the minimum knowledge and skill which are essential for attaining an adequate standard of living. It is a pre-requisite to the full effectiveness of work in health, agriculture, and similar skilled services. It is general in the same sense that this knowledge and skills are not imparted for their own sake. It uses active methods; it focuses interest on practical problems in the environment and in this way it seeks to develop both individual and social life. It is concerned with children for whom there is no adequate system of primary schooling and with adults deprived of educational opportunities.

MEDICAL EDUCATION

55. IBRAHIM, M. Professional Education in Medicine --- Pakistan Educational Review (Islamabad) 1(3) 12-27, July, 1970.

The writer stresses the need for increased facilities of medical education in Pakistan to meet the shortfalls of doctors and to implement the national plans to promote health of the common people. But unfortunately in Pakistan there has been a big gap between efforts for purely economic advancement and those for the promotion of health perhaps because our national planners think medical education and health services as economically non-productive.

The recommendations of the Medical Reforms Commission, 1960, and also of the team of Experts sent by the Association of the American Medical Colleges gave a

sense of direction to medical education in Pakistan. The writer highlights three important problems of medical education, namely, (1) administration of medical colleges, (2) the teaching staff, and (3) post-graduate education and research. The recommendations especially with respect to bringing the medical colleges under autonomous administration and creating whole-time professional caders with suitably enhanced emoluments, could not so far be implemented. The writer thinks that the former measure could attract private potential to bear the responsibility in medical college administration, and the latter could create a professional cader of teachers dedicated to professional medical teaching and research. Funds to implement these measures could be met by exploiting private resources and also by making use of the religious institution Zakat. Higher emoluments to teachers can be given by utilizing non-Governmental sources, as is done in other developed countries in the shape of grants and awards for research. The writer considers professional medical education in its entire meaning: 1) under graduate medical education, 2) graduate training for compulsory internship, and 3) continuing education for the practitioners and post-graduate education and research for teachers. He also advocates the teaching of humanities to undergraduate medical students.

56. JAHAN, Shaukat. Shikkhanganey Bond Pratha (The Bond System in the Field of Education) --- Purbadesh (Dacca) September 9, 1970 (B).

The writer discusses the advantages and disadvantages of the system of bond or security in medical education and the undertaking of every student that after completing his medical education he would serve at least for three years as a medical practitioner in the rural areas. This system will ensure some medical care to the village people, but it has its own disadvantages. The problems are: i) It will creat a negative attitude in the students because of compulsion; and ii) The students from the comparatively poor areas will find it difficult to arrange for the security desired. As a result many deserving students will be unable to get admission to the medical colleges. The writer disfavors the idea of bond system in medical education.

PROFESSIONAL EDUCATION

57. ALI, Md. Sadat. Book Keeping and Accountancy in General Education --- Action (Lahore) VIII (3): 33-36. July 1970.

The writer favors the inclusion of the subject of book-keeping and accountancy in general education. According to him in a democratic country the main aim of education is to foster self-realization. For the fullest realization of self, the various avenues of hopes and aspirations should lie open to the learners. Bookkeeping and accountancy can foster self-realization, stimulate economic efficiency, broaden human relationship, and create a sense of civic responsibility. In a democratic society educational objectives are not met by liberal education alone. Professional education such as book-keeping and accountancy are also necessary. This subject should, therefore, be included in the general education of a democratic country.

58. ALI Md. Sadat. Commercial Institutes in East Pakistan --- Morning News (Dacca) August 23, 1970.

In a developing country like Pakistan the educational system and industrial progress must go hand in hand. In 1957 the Educational Reforms Commission emphasized the necessity of organizing and developing an educational system that would satisfy and fulfil the needs of a developing industrial country. The importance of the role of the special institutions, such as commercial institutes, was recognized by the Commission on National Education, which recommended the establishment of such institutes for training clerical personnel for trade, commerce, and industry.

On the basis of the recommendations of the leaders and educators sixteen commercial institutes have been established in this part of the country. These institutes are well-prepared with adequate equipment, textbooks, trained and qualified teachers, furniture and building facilities, teaching aids, journals and magazines, etc., to train interested, capable, and talented men and women of East Pakistan for professional careers as clerical personnel who are demanded by business, industries, and governmental agencies. At

present the institutes are also providing in-service training to teachers. The aim of the Commercial Institute program is to provide a two-year terminal curriculum which gives basic training in office skills combined with background studies and language instruction that will produce graduates with professional qualifications and skills, understanding, and attitude needed to enter business occupations as office workers.

59. MIA, A.K.M. Abdul Batin. Business Education with a Practical Bias --- Pakistan Observer (Dacca) July 5, 1970.

The Institute of Business Administration (IBA), University of Dacca, was established in 1966 to "assist in the economic development of East Pakistan by serving its business community through offering preservice professional training in Business Administration." One of the ways in which the institute involves the students with practical training is through an Internship Program. This internship is one of the very important features of the Institute and is a significant departure from the traditional business education programs in Pakistan. Internships are of two main types, General and Specific. Under the general internship the employer does not give any specific business problem for reporting, nor is the internee assigned to any particular department in the organization. Rather, a broad program is chalked out for the entire period of internship, and the internee is asked to become familiar with all the aspects of the organization. Other details of the two types of internship programs are described and discussed.

60. NAWAZ, Ali. Peshadari Shikkha (Business Education) --- Sangbad (Dacca) September 13, 1970 (B).

At a time when employment in government offices has become very difficult, the importance of business education has become even more apparent. The country needs more technical, scientific, and professional hands, especially in the fields of business and industry.

The Institute of Business Administration (IBA) was established in 1966 to assist in the economic development of East Pakistan by serving its business community through offering pre-service professional training in Business

Administration. Before the establishment of the Institute of Business Administration the commerce education program of the Universities in East Pakistan was expected to meet the need for trained managerial manpower by the business community. But this program did not adequately meet the needs of the business community. It depended too much on traditional classroom instruction. The Institute of Business Administration provides practical training as well as theoritical instruction to its graduates. One of the ways in which the institute involves the students with practical training is through an internship program. This internship is one of the very important features of the Institute and is a significant departure from the tradidtional business education program in East Pakistan.

61. SATTAR, Abdus. Raise Standard of Business Education --- Pakistan Observer (Dacca) July 8, 1970.

The writer discusses the causes of student dropout in Business education courses at the intermediate level: i) lack of financial stability of the guardians, ii) lack of finance and other amenities in the existing institutes, iii) lack of congenial atmosphere, iv) the state of intolerance and disrespect for the authority, v) lack of the students' aptitude for the subject, vi) lack of books and other classroom facilities, vii) lack of incentives, such as scholarships and stipends, viii) lack of publicity for the Business Education Program, ix) the incompleteness of teaching with no scope for higher studies, x) dislocations in the Board's final examinations, and unnecessary delays in the publication of results, xi) inadvertent mistakes in following academic semesters that are not similar to those in other educational institutes, xii) lack of job opportunities with adequate salary, xiii) lack of amenities for development of higher traits in the talented students, xiv) absence of recognition of Diploma in Commerce in the business organisations, xv) lack of suitability of the course with the requirements of the business entrepreneurs, xvi) limited number of jobs available to them, xvii) lack of trained teachers, xviii) dilapidated condition of the present institutes.

62. WALDMAN, Joseph M. Views of Governmental and Other Groups Concerning Commerce Education in Pakistan --- Pakistan Educational Review (Islamabad) 1(3): 55-56. July, 1970.

Among the various groups that have commented on commerce education, there is substantial disagreement on the character and shape it should have at the higher education level. The Commercial Education Committee, the earliest group, recommended first-grade institutes of commerce at the higher education level to provide vocational education in technical skills and details of business operations, and the more managerial type education was indicated in the university courses in applied economics. The Commission on National Education recommended, on the other hand, commercial institutes for the training of skilled clerical workers at post-matriculation level and of terminal nature, and university courses in commerce and economics in Bachelor's and Master's Degree programs to provide managerial and administrative training for leadership in business and industry. The Commission on student problems and welfare also recommended the establishment of vocational institutes which did not need to be terminal, but could extend upto the degree level, and the utilization of B.Com. and M.Com. courses for teacher training operations. The National Planning Board recommended that professional courses in business management be provided at the university level for the education of managers and administrators. The consensus of these various Commissions, Committees, Boards and Seminar speakers seems to be that managerial and administrative training should be provided at the college and university levels. It is also a fact that employees are dissatisfied with the human product of commerce education. This is because of the fact that programs of commerce education in Pakistan are not in keeping with the needs of business and industry. It is, therefore, necessary that the structure of commerce education is re-examined.

63. ZAKI, W.M. & M. Sarwar Khan. Technical, Vocational and Professional Education --- In: Pakistan Education Index, 18-19. Central Bureau of Education (Islamabad) 1970.

Compared to expansion and progress in other sectors of education the increase in the number of secondary

vocational institutions is very low. There were 248 secondary vocational institutions in Pakistan in 1947, and the number in 1970 is estimated at 390. A special feature during the period 1960-70 has been the establishment of polytechnics in the country. Before 1960 there were only a couple of polytechnics in Pakistan. The number is likely to reach 50 in 1970. There were 27 technical and professional colleges in 1947, and the number in 1970 is 77.

The total enrolment in secondary vocational institutions in Pakistan in 1947 was 10,000, and in 1970 it stands at about 50,000. Enrolment in professional colleges in 1947 was 5000 and in 1970 it is 33000. Another feature during the decade 1960-70 has been the establishment of 4 professional universities in Pakistan.

The number of teachers in technical and vocational institutions in 1970 is estimated at 3400, and the number of teachers in technical and professional colleges at 2100 in 1970. The total government expenditure on technical education was about Rs.400,000 in 1955 and the estimates for1970 are 120 million rupees.

PSYCHOLOGY

64. ABBAS, Abdul. Ekti Nikhonj Shangbad Ebong Porichita Birambona (A Missing News and a Familiar Trouble) --- Dainik Pakistan (Dacca) September 20, 1970 (B).

One is apt to feel frustrated when one is forced by one's parents to study the subjects that one does not like. Such compulsion in the selection of subjects has ruined the career of many students. There have been cases where students had either to give up studies or flee from the home. The problem has to be tackled dispassionately and seriously. As science and technology have assumed immense importance today, it is natural for all parents to wish their sons to study science. But the difficulty is that some students have no aptitude or inclination for scientific or technological subjects. If they are compelled to study these subjects they miserably fail in the later life. Parents should take into consideration aptitude and interest of their children. Compulsion leads only to frustration and failure.

65. AKRAM, Syed Mohammed. Hamarey Bachchon ki Ta'aleemi Zarurat - Rehnumai (The Educational Need of Our Children - Guidance) --- Fikro Khyia (Karachi) 8(8,9): 21-23 and 66, 1970 (U).

Young students require constant guidance from elders. This guidance is very important in the field of education when the selection of subjects is in question. The proper selection in the initial stage makes all the difference. Unfortunately, a large number of pupils in our country do not get proper guidance in the early stages and suffer for it for the rest of their lives.

Guidance has assumed the status of an independent subject in the modern psychology. Advanced countries provide all necessary guidance to the younger generation. Teachers and parents are mainly responsible for the guidance of children. Unfortunately, very few in this country take this responsibility seriously. In many cases parents remain busy in their own work and do not find time to shoulder this responsibility. Similarly, teachers remain engrossed in their own duties of a routine nature. In the present circumstances it is not possible for the teachers to give individual attention to students. The present need is a comprehensive program of guidance on scientific lines.

66. FAROOQ, Qazi. Shikkha-o-Aatmashochetantabodh (Education and Self-Consciousness) --- Dainik Pakistan (Dacca) July 26, 1970 (B).

Education should help to create self-consciousness and self-realization among students. The first and the foremost duty of parents and teachers is to create a sense of purpose and direction among students. They flounder without a definite goal and attend their educational institutions with no definite objective in mind. It should be explained to the students from the very beginning that they are the only hope of the future and that they are going to take the administration of the country in their hands. They must be persuaded to realize that devotion to learning will fetch fruitful results. It should also be explained to them that active participation by them at this stage in politics would have disastrous effects on their studies at present and on their prosperity in future.

67. SHARFUDDIN, M.. Guidance a Must for More Effective School Education --- Pakistan Observer (Dacca) July 1, 1970.

While the guidance function should be a cooperative enterprise of the entire school faculty under the leadership of the headmaster or headmistress, there are valid reasons to designate a specialized guidance teacher for each high school. Such a teacher should have a status of equality with other trained graduate teachers of the school but with a minimum teaching load. Some of the functions of the guidance teacher may be: 1) To construct a cumulative record form and help class teachers to fill out the form for each pupil. b) To study new guidance techniques and communicate these techniques to other teachers. c) To arrange meetings of the school guidance committee. d) To visit local industries, etc., to learn about job opportunities for pupils. e) To invite people from various professions to speak to the students. f) To interview students referred to him by class teachers. g) To visit the homes of the students. h) To interview the parents at the school. i) To carry out a follow-up of the school graduates. j) To help organize parent-teacher relationship. k) To collect information about scholarships and other financial help for students. l) To confer with class teachers about student problems.

Appointment of guidance teacher is only one step toward the development of a guidance program in the school. Various other steps are also needed for making a guidance program and a guidance-oriented teaching truly successful. Specifically, the pupils need guidance: a) to study effectively, b) to make wise choice of elective subjects, c) to plan for further education, d) to learn about vocational opportunities and requirements, and e) to work cooperatively with others.

68. YAQUB, Reazul M.K. Guidance and Our Parents --- Pakistan Observer (Dacca) August 19, 1970.

One of the major causes of failures in the schools and colleges and of our low standard of achievement in professional and technical fields is the lack of proper counselling and guidance offered to our students. In fact parental ignorance and indulgence act negatively in the guidance of students. It is felt that many

students could have been saved from academic failure if proper guidance was given when needed. But this is not possible due to lack of qualified counsellors. However, the guidance program is now being introduced gradually from higher level. In a survey made by the Commission on student problems and welfare (1966), it was found that in only two Universities there exist offices of the directors of student guidance. Besides, there is an employment bureau in the University of Dacca. In other Universities, like Punjab, Karachi, Hyderabad, and Peshawar, there are either deans of student affairs or directors of student affairs to do some guidance. It may be noted here that none of these offices are carrying a systematic guidance program. Only one of the directors of student guidance program at the University of Dacca was found professionally qualified for guidance services.

SCIENCE EDUCATION

69. ALI, Md.Azhar. Spend More for Science Education at Primary Level --- Pakistan Observer (Dacca) September 23, 1970.

Here are a few suggestions for improving the standard of science teaching in our primary schools: 1) The number of trained teachers in primary schools may be increased by introducing a short-course training in science for primary school teachers to meet the crisis in trained hands temporarily. 2) Trained science teachers may be appointed in primary schools. For this purpose the government shall have to modify the traditional system of appointing primary school teachers. 3) Science teachers should be given special training in the methods of producing improvised scientific materials, which will greatly reduce the cost of maintaining an expensive laboratory. Such a method of improvisation will also arouse the curiosity and interest of children in the pursuit of scientific knowledge. 4) All primary schools should be provided with audio-visual aids to stimulate the longing for scientific pursuits in children directly or indirectly. 5) Teachers should not only follow the prescribed textbooks but also help children in learning the subject through experience. 6) Teachers should try to pick out necessary materials for their lessons from

local community resources and put them to practical use. 7) Arrangements for occasional excursions, fieldtrips, outings, and visits should be made for students at the teachers' initiative. This will help in developing some basic concepts of nature study and simple principles of physical science in our children. These basic concepts will help the children in their practical life as well. 8) The courses of study in science in our primary schools should be so designed as to enable children to develop clear concepts about facts, principles, generalizations and hypotheses of science which are essential to the interpretation of the natural phenomena they come across in their daily life.

70. JAHANGIR, Mohammad. Biggan Shikkha (Science Education) --- Dainik Pakistan (Dacca) September 13,1970 (B).

The proportion of science students to arts students is discouragingly small. About ten per cent of school students are doing science and the percentage at still higher levels has not yet exceeded twenty-five. The reason why science is still alien to the consciousness of our young students is attributable to the language barrier. The language from which we can draw upon for scientific knowledge is English. Yet without creating an alternative vehicle of thought in our national languages, we have more or less jettisoned English. Poor English must make for poor science in an under-developed country if it has not been able to translate the whole of science or even a substantial part of it into the vernacular. For science students dependence on English is imperative as long as we do not have an adequate number of books in the mother tongue to replace the books in English. Unless we have a crash program for translation from English into national languages our dependence on English must continue to keep up the tempo of scientific progress.

71. KHAN, Badruddoja. Humari Jamiaat Mein Science (Science in Our Universities) --- Jang (Karachi) July 11, 1970 (U).

The standard of science education in our universities is low, and the standard of scientific research is even lower. The progress in research is very slow. It is mainly confined to biological sciences. The field of

physical sciences is a neglected one. The main reason for all this is the lack of cooperation among the universities and research organizations. Universities do not get any advantage from the services of foreign qualified scientists engaged in the various research organizations.

It is suggested that steps should be taken to utilize the services of scientists employed in the research organizations for universities. Similarly, teaching staff of universities should be sent to research organizations for practical training in research. Research thesis should be a compulsory part of M.Sc. studies in every science subject. This will boost research activities. There are also a number of other suggestions for improving the standard of science education in universities.

72. RAHMAN, M.S. Science and Science Conference --- Morning News (Dacca) July 26, 1970.

This is a critical evaluation of the science conferences which are held periodically to encourage and popularize the cause of science in the country. The writer lists and discusses a number of suggestions to make them more effective.

Some of the steps suggested are: 1) The funds for pure researches should be granted to universities, and the funds for undertaking researches concerning economic development should be made available to other organizations. 2) The committee chalks out some programs and invites people from various organizations to participate in the science conferences. Delegates to such conferences seldom read papers strictly confined to the topics given. They rather deal with the subjects in which they are interested. The main topics of discussion thus do not receive the importance they deserve. Such conferences cannot serve the objects that they set for them. The subjects of discussion should be settled in good time so that the participants have sufficient time to prepare their papers. 3) Preference should be given to those who are capable of presenting papers on relevant topics for the conferences. 4) The whole approach to science has to be changed radically. There should be an efficient organization to take care of a balanced science program from the primary to the highest level of education.

73. Special Correspondent. Improve Teaching of Science, Technology --- Pakistan Observer (Dacca) July 8, 1970.

The Government of East Pakistan approved and established in 1960 the Institute for Advancement of Science and Technology Teaching (IASTT)for regularly conducting Summer Science Institutes and for implementing a follow-up program. The fundamental aims of the IASTT are to mobilize and equip the scientific and technological manpower of the country to enable the educational institutions to impart to the students the analytical, operational and technical skills on which the economic well-being of the nation can be based. One of the important objectives of the IASTT should be to enhance the professional competence of our science and technology teachers through Summer Science Institutes. The IASTT should also plan to develop a series of Centers of Advanced Science and Technology Teaching in different Colleges and Polytechnic Institutes. In addition to the above functions the IASTT should consider the following suggestions for improving the overall standard of science and technology teaching in the province: The IASTT should: 1) start a follow-up program to determine the requirements for the teachers who would be able to utilize in their classrooms the methods and techniques taught in the Summer Institutes and should undertake a program to satisfy some of these requirements. 2) Inspect the colleges and polytechnics in East Pakistan in order to assess and evaluate the requirements for science and technology teaching. 3) provide books, journals, equipment, laboratory materials, and other teaching aids to colleges and polytechnics in East Pakistan. 4) convene conferences, seminars and meetings for the purpose of discussing science and technology teaching and make recommendations to the authorities concerned for the modernization and upgrading of science and technology teaching. 5) prepare and publish journals and reading materials for distribution to the science and technology teachers in the province. 6) undertake research projects for the development of science and technology teaching and to evolve new methods for introduction of scientific and analytical concepts at the elementary level of education. 7) undertake experimental design and development of prototype scientific equipment on the basis of indigenous resources for science and technical education at all levels. 8) undertake testing and evaluation of science and

technology curricula making bodies in the province.
9) undertake projects for evaluation of progress in the improvement of science and technology teaching in the province.

SOCIOLOGY

74. BISWAS, Liaqat Ali. Adhunik Samaj-o-Shikakha (Modern Society and Education) --- Purbadesh (Dacca) July 1, 1970 (B).

The writer holds that the present social system is mainly responsible for the low standard of our education, student unrest, unfair means in examinations, etc. The society affects education in two ways. Firstly, corruption, which was imported in our society during the last World War, has entered all spheres of social life including the educational field. Secondly, the progress in industrialization and urbanization of society is not in proportion to the progress in the field of education. Naturally, the problems arising from industrialization and urbanization have their impact on education. The writer concludes that our social system is weak and that there exist a number of needs and problems which shall have to be met and solved before we can hope to raise the standard of education in our country.

75. HAQUE, Obaidul. Appeal to Students for Village Service --- Morning News (Dacca) July 26, 1970.

Villages in our country provide ample work for both young men and women. All professional students will find enough opportunities in the villages for putting their respective talents to use. They can organize and improve the sphere of life they are best suited to serve. Women students can take up the education of village girls and women, and can introduce various handicrafts. There is plenty of scope for the teaching of proper nursing of infants, home cleanliness, and similar other domestic activities. There are items that can be taken up by all students jointly, such as educational and economic survey of the village, primary and adult education, village sanitation, medical help, laying village roads, sinking

wells, conducting libraries, etc. Students and teachers know very well that the Western system of education has created a gulf between the educated classes and the masses. There is severe criticism against this faulty system of education which has made our educated youth stangers in their own land. In habits, modes of living, and outlook on life the educated people are very different from the masses. Unless this cleavage is removed, it will not be possible for the students to win the hearts of the villagers.

76. KAMAL, Ghulam Mustafa. Shikkha-Khetrey Baishamya: Shahar-o-Palli (Disparity in the Field of Education: City and Village) --- Purbadesh (Dacca) August 5, 1970 (E).

The writer discusses the problems of educational facilities for the village people and compares their conditions with those of the people of the cities. The concept of Universal education envisages equal opportunity of education for all citizens of a country. But unfortunately, this concept is still a dream in Pakistan. There exist here gross disparities in educational facilities. Children in the villages, constituting about 80% of the student population, have very limited educational facilities. Their education is confined only to textbooks. There are very few schools in the villages which subscribe to a daily newspaper for the students and teachers. These schools have neither academic nor extra-curricular facilities. The situation in the cities is quite different. Here the students have an altogether different educational atmosphere. Almost all educational facilities are available to them. The writer appeals to both government and private philanthropists to come forward to improve the situation. He also suggests active organizational initiative on the part of the village teacher.

77. RAHMAN, Mohammad Lutfur. Gramin Shikkha-o-Shikkhak (Village Education and Teacher) --- Purbadesh (Dacca) August 12, 1970 (E).

The writer points out various disparities between the educational facilities in the villages and in the cities. The standard of education in the villages is low, and majority of the students cannot get through the secondary education examinations. The main reason is the low-paid

teachers of both primary and secondary education. Although at present some increase in pay has been recently granted to the primary school teachers, the condition of the teachers of secondary schools remains as bad as ever. The teachers are ill-paid. They have no security of service, salaries, pension or provident fund facilities. These being the conditions, the teachers cannot devote themselves fully to teaching, and take to part-time activities like agriculture, business, private tuitions, etc. Because of financial insecurity they are driven to corruption, with the result that the standard of education in the village schools has fallen lamentablly low.

78. TALUKDAR, Anwar, Anishchita Babhishyat-o-Chhatra Chhatrider Parashuna (Uncertain Future and Students Study) --- Purbadesh (Dacca) August 5, 1970 (B).

The writer analyses the reasons for the inattention of the students to their studies in recent times and the consequent lowering of the educational standard. In our country the middle class supplies the majority of the student population and the system of education should aim at improving the prospects of their future employment. But in recent years employment opportunities have been narrowed down to such an extent that even the best products of the University find it difficult to get a respectable job. This situation has created frustration in the younger generation, and according to the writer the problem of unemployment and the present situation of education are mainly responsible for the student inattention.

STUDENTS' PROBLEMS

79. AHMAD, Syed Ali. Aamader Shikkhabaibostha-o-Chhatra Shomaj (Our Educational System and Student Community) --- Dainik Pakistan (Dacca) September 22, 1970 (B).

Even twenty-three years after the achievement of independence the problem of instruction remains far from solved in Pakistan. The national language has yet to establish its rightful place in the system of education. The anomalous language situation is adversely affecting

the standard of education. Students are no longer serious about their studies, and cheating is common in examinations. One very dangerous trend among the students is the lack of respect for teachers. The unrest among students and the high ratio of failures in examinations call for a complete change in the present system of education.

80. CHATTOPADHYA, Tapan. Ajker Chhatra: Chhatrer Chokhe (Today's Student: In Student's Eyes) --- Purbadesh (Dacca) September 16, 1970 (B).

The writer, himself a student, analyses the present problems of student unrest and low standard of education all over the Indo-Pakistan sub-continent from the students' point of view. He deplores the present tendency of the elders to blame the students for all the unrest. The reasons for the unrest among the students are to be investigated against the background of our families, schools, colleges and universities, and the communication with the people. The bulk of our students come from the lower middle-class families, where they did not get any guidance. The same is the case in respect of their primary education. These students face distressing problems at secondary and higher levels, where the pressure of syllabus is very heavy. But they are not properly guided by the teachers, who themselves are busy with their private tuitions. At the University level there is very limited scope for extra-academic activities to keep the students engaged as also for promoting teacher-student relationship. In addition to this our educational and examination system has its own problems. The whole system is impractical and examination-centered. Our education loads us with foreign ideas, discusses problems unrelated to our own country. This sort of education has no relevance to the needs of our people. The student of the present days is neglected by his parents, his teachers, his society, and finally by the educational authorities. Hence the student unrest and the low standard of education.

81. Cruddha Chhatra Samaj (Angry Student Community) --- Purbadesh (Dacca) August 19, 1970 (B).

This article attempts to analyse the causes of anger in the student community of East Pakistan. The students,

specially in a developing country, are the most conscious community, and they are quick to resist any injustice in society. Student anger was first seen in East Pakistan on the State language question and at the establishment of the Central Capital in West Pakistan, in spite of the fact that Bengalis constituted the majority of the population in Pakistan. The other reasons, as analysed, are the following: 1) failure of the various Committees and Commissions appointed by the Government from time to time to reform the educational structure of the country, to introduce national languages as the media of instruction for higher education, and to increase the number of educational institutions in proportion to the number of students; 2) suppression of democracy and the democratic ideals and institutions which are so near to the students' hearts; 3) failure of the Government to East Pakistanis problems like flood control, industrialization, agricultural backwardness; 4) the spending of money on the construction of three Central Capitals and taking other measures which created regional economic disparity; and 5) the prevalence of open corruption in the bureaucracy and among the elders of the country.

82. DHERWANI, Kishenchand K. Students Unrest --- Students Magazine Sind College of Commerce (Hyderabad), 1968-69 and 1969-70: 87-88.

The writer tries to find out the cause of the present unrest of students all over the world and tries to express the students' grievances from the point of view of a student. The main causes behind the students' unrest are: 1) a sense of frustration among the student Community because of poverty, inequality, suppression of democratic ideals by people who claim to be the protectors of democracy, and the conflict of issues and ideology; 2) uncertainty about world peace; and 3) mixing up of national politics with educational institutions. The writer disfavors the expression of students' grievances through violent methods and pleads for an evolutionary process to change the society and social ideals.

83. SALEEM, Irshad. Degenerating Youth and Why? --- Morning News (Dacca) September 20, 1970.

Political exploitation of the youth explains the present

student unrest only partially. It would be only a half-truth to say that everyone was politically exploited because we cannot deny the fact that students have an acute political consciousness nowadays, and many of them genuinely joint the fight for their ideals and for a society based on an infrastructure of justice and equality for all.

Nowadays the greatest unrest, the biggest misunderstandings for the youth take place right in their own homes. All this stems from the lack of communication between the elders and the younger set -something which is more explicitly understood by the phrase 'generation gap.' Another fact that is so often forgotten is that a young man as an individual feels that he has no identity.

The basic place for reform is still the home where parents must adopt a more sympathetic attitude toward the problem and try to break down the schism or atleast narrow it down to some extent. An excess of liberties corrupts the mind so does none or hardly any of it. We must follow the middle path.

TEACHERS

84. AHMED, Syed Rais. Pakistan Mein Asateza ka Mas'ala (The Problems of Teachers in Pakistan) --- Jang (Karachi) August 23, 1970 (U).

The sad plight of teachers in our society is known to all. Recently teachers in the whole of Pakistan started a movement for a greater share in the amenities of life and a better social status. It was this struggle that forced the framers of the new education policy to lay special emphasis in their proposals on the uplift of teachers. Under these proposals the government announced new pay-scales for teachers of government colleges in May, 1970. Service rules have also been modified with the pay-scales.

The new pay-scales and modified service rules are far from satisfactory. In reality these steps did not change the situation a whit. The writer discusses in detail the new pay-scales and service rules and compares them with those of the old cadre. The comparison shows

that the increase in pay-scales is nominal, and in the majority of the cases the increase is not more than Rs.5 per month. The writer is specially critical of the new order created for Ph.D. qualified teachers.

85. QADRI, Afzal Hussain. Pakistan Mein Ustaad Ka Mansab Aur Us Key Taqazey (The Status of Teachers in Pakistan and Its Needs) --- Jang (Karachi) August 25, 1970 (U).

Teachers' role is not confined to classrooms. They build the character of the nation. From the time of Socrates teachers have played an important part in the reformation of the society. The Pakistan movement had its root in educational institutions, and teachers were always in the forefront of the struggle for independence. In Pakistan we are passing through a difficult time and it is the duty of our teachers now to come forward and guide us on the right path.

A good teacher is a man of learning and research. He is an idealist and takes profound interest in the future of the nation. Even in a corrupt society it is the teacher who upholds the cause of justice. A nation where teachers do not come forward to serve the nation is doomed.

TEACHER EDUCATION

86. AHMAD, Syed Jalaluddin. Summer Science Institute --- Morning News (Dacca) September 27, 1970.

As a program of in-service training of our science and technology teachers, the Summer Science Institutes (SSI) were started in 1966 in East Pakistan. They are located in the Dacca and Rajshahi Universities and in the Dacca Polytechnic Institute. The aims and objects of the Summer Institutes are to remove the basic deficiencies in the background knowledge of the participants by introducing to them the most recent aspects of scientific development in the world, to improve science teaching at college level by introducing different techniques of laboratory work, and to provide the teachers with new ideas for their courses which might help them improve upon their teaching methods. The writer makes a number of suggestions for making the SSI training more effective. 1) Since the pace

of progress differs from individual to individual, those who wish to repeat the basic or advance courses should be permitted to do so. 2) Outstanding participants should be sent not for short-course training but to do a degree leading to M.S. or Ph.D. in a foreign campus for 2 to 3 years. 3) Other successful participants should be regarded as better teachers for such experience and should be rewarded accordingly. 4) Outstanding participants of advance course of previous years may be employed as demonstrators and instructors in SSI of the following years. 5) Cooperative efforts between the teachers and scholars of one field among themselves and between those of other fields may add to their knowledge. 6) The duration of SSI should be of eight weeks. 7) Courses and programs for SSI should be announced at least 6 months before its commencement.

87. HUSSAIN, Abu Ali Sajjad. Shikkhak Prashikkhanera Praojaniyata (Necessity of Teachers' Training) --- Purbadesh (Dacca) July 1, 1970 (B).

The writer emphasizes the need for preservice teachers' training program for implementing the new educational reforms in the country. He suggests compulsory training before entering the teaching profession. This will discourage the unwilling people to enter this profession. Those who will take training will be mentally prepared to adopt teaching as a profession, and thus their training will make them ideal professional teachers. The writer criticieses the present teacher recruitment policy of the government and suggests a system of making a phased panel of trained teachers for appointment. In order to cope with the increasing demand for teachers the writer suggests the establishment of a training college in each sub-division and a primary training institute at each Thana Headquarters. Although this measure involves a huge initial outlay, it would save a lot in terms of payments which will otherwise have to be made to employed teachers sent on training. The future of education depends on a sound teacher-training program, and the present trend of appointing teachers fresh from colleges and universities can only be allowed as a stop gap arrangement.

88. RAFIQ, Mahmoda. Prashikkaner Gurutta (Importance of Training) --- Purbadesh (Dacca) September 23, 1970 (B).

The writer brings out the importance of training for teachers of all levels ranging from the Kindergarten through the primary stage to the higher education level. Rapid spread of education, coupled with the problem of the paucity of trained teachers at all levels of education in the country, has been mainly responsible for the low standard of education and student unrest, because it is only systematic teaching by trained teachers that can motivate the students in their studies and also in their social life. Besides, only expert teachers who know their field can command the respect of the student community. The writer disfavors the idea of sending teachers abroad for training. He suggests the establishment of a teacher training institute and a college in each district.

89. RAYMOND, Reverend S. Problem of Teacher Training in Pakistan --- Morning News (Dacca) September 13, 1970.

The more real and sophisticated approach to the problem of education in Pakistan necessarily raises the problem of teacher-training. A state of learning-readiness has to be created, and this is the foundation of the whole educational process. Naturally this requires teachers not only in sufficient number but also of good quality. Although we have not yet attained to the standard of training systems prevalent in the more developed countries, we have made definite progress toward improving the quality of teachers. The present program of teacher-training in the country provides for a two-year training course after matriculation for primary school teachers, for a one-year training course after intermediate for middle school teachers, and for a one-year course of training after graduation for secondary school teachers. This is all right for the present. As to the future, the following reforms are suggested in the training system for primary school teachers. The duration of the training course should be extended from two years to three years. This will provide increased opportunities to the trainees for a comparatively intensive study of the subject and a varied and extensive classroom practice. Another advantage will be that after completing the three-year course, the teachers will be able and qualified to

handle the middle-stage classes, thus obviating the necessity of maintaining the present Teachers' Certificate course.

TEACHING METHODS AND MEDIA

90. BHATTACHARYA, Bijan. Matri Bhasher Madyame Shikkhadan (Mother Tongue as Medium of Instruction) --- Purbadesh (Dacca) July 8, 1970 (B).

The writer pleads for the introduction of mother tongue as the medium of instruction at all levels of education. Instruction imparted only through their mother tongue can develop the latent faculties of children in a direct and natural way. Besides, the students' learning capacity in their mother tongue is spontaneous. A foreign language, on the other hand, makes child education a complex affair, and many a student soon develops a repulsion to education in any language other than his own. Education through a foreign language also causes brain fag as the time and talent the students spend in mastering the language could be used in acquiring knowledge. The writer is critical of the so-called highly educated parents who take pride in sending their children to English medium schools. The writer does not, of course, oppose the learning of English language. But it can be learnt at a later stage when it will not act as an extra burden on the student or stand in his way of acquiring knowledge.

91. HUQUE, Abu Obaidul. A Challenge to Science Teachers --- Pakistan Observer (Dacca) August 26, 1970.

After dealing with the development of the new science courses in the different countries of the world, the writer emphasizes the importance of the teaching of science which should aim more at the development of intellectual skills than at imparting organized knowledge about the natural world. This conclusion is based on the assumption that it is more important for pupils to understand the sources of their knowledge than to memorise a mass of information. This shift in emphasis will be useful in three ways: 1) the students

will acquire a deeper understanding and appreciation of science as an aesthetic endeavour 2) they will become aware of the scope and limitations of science; and 3) they will be better prepared for the uncertainties of the world of the future if they understand the processes of inquiry and their application to new situations. Students should clearly distinguish between the intrinsic value of the scientists' quest for understanding and the application of knowledge to the solution of practical problems. The new trend is toward the organization of the science curricula around major conceptual themes which emphasize the structure of the various disciplines of science.

92. HUSSAIN, Mufazzal. Program Learning --- An Alternative to Teacher? --- Pakistan Observer (Dacca) September 9, 1970.

There are many situations where program-learning can be profitably used for learning. (a) For weak students: The students are generally benefitted in a class composed of students of varied intelligence as the teachers' lessons are generally aimed at the average students who are always in a majority in the class. In such a situation the deficiences of the weaker students can be filled up through program-learning. (b) For irregular students: There may be occasions when a student may remain absent from school because of his illness or may change his school for some unavoidable circumstances. Here he may make up his lessons by learning through programs outside his class periods as no separate teacher can be engaged in a country like ours for such students. (c) For subjects that are taken by only a few students: Here the desiring students can be taught again through program-learning. (d) For private students: In our country where many students learn while they earn, program-learning can be of great help to them in learning the subject at home and in spare time. (e) For explaining any 'Term': Program-learning, because of its obvious nature, is specially useful for explaining 'Term.' (f) During the absence of teachers: In case a teacher is on leave or absent, no methods will be effective enough to keep the students profitably busy other than through program-learning. (g) For improving the quality of teaching: In most cases new teachers do not know how to teach, They might have forgotten many of the basic terms and their meanings. All these a teacher can learn

quite efficiently through program-learning. (h) For improving the efficiency of the employees: The use of program-learning is not confined to classrooms only. In commerce and industry it can be used to improve the efficiency of the employees.

93. KAMAL, Ghulam Mustafa. Shikkharthi-o-Jadughar (Student and Museum) --- Purbadesh (Dacca) August 19, 1970 (B).

The writer emphasizes the importance of the museum in the educational program especially of the students of history. Since museums preserve the ancient national heritage, the students can see practically what they are taught in the class. This is particularly true in the case of Pakistan which was born only 23 years ago. The students can see for themselves the history of the Muslims, who ruled over the Indo-Pakistan subcontinent for hundreds of years, preserved in the museums. It is through them that the students can get an idea of the ideological basis of Pakistan. The writer holds that the teaching of history remains incomplete unless the national museums are utilized as a laboratory for practical training.

94. QADER, Syed Ibnul. Bortaman Shikkha (The Present Education) --- Dainik Pakistan (Dacca) September 10, 1970 (B).

Children pick up lessons in their mother tongue more easily than in a foreign language. It is unfortunate that even after twenty-three years of independence we feel ashamed to teach our children through the medium of their mother tongue. With such an attitude of mind it will not be possible to attain higher literacy in the country. One of the main reasons for the higher percentage of failures in examination is the retention of a foreign language as the medium of instruction in the country. There is no doubt that scientific and technological terms are wanting in Bengali. But efforts should be made to coin these terms. Hitherto no sincere effort has been made to do this. This was because we never wanted English to be replaced by Bengali.

95. SIDDIQI, Shaukat Ali. Towards Introducing Programmed Instruction in Pakistan --- Pakistan Educational Review

(Islabad) 1(3): 85-108. July, 1970.

Programmed instruction is now considered as a part of a systematic approach to all aspects of curriculum development. A deep consciousness for development of education in both qualitative and quantitative dimensions at a rather quick speed through correct use of technology at appropriate points in the school program has been aroused in the educators of the developing world also as a result of startling successes achieved by the advanced countries in this field. The writer defines the concept of programmed instruction, gives a detailed historical background and development of the concept which dates back to 1954, and examines its different stages and styles. In Asia the initiative for the promotion of educational technology was taken by UNESCO through the Asian Project on Programmed Instruction. The writer discusses the proceedings and recommendations of the Workshop of the Asian Project and then examines the prospects of programmed instruction in Pakistan. Prospects in Pakistan in this respect seem to be quite encouraging. A plan for programmed instruction through television has been decided upon. The success achieved by the programmed instruction experiments of the pilot projects of the family planning boards and the Department of Psychology and Education of the University of Peshawar is encouraging. Besides, there are two major proposed programmed instruction projects: 1) The Mughni - Russell Project of the University of Peshawar in collaboration with the University of California, U.S.A., designed mainly to achieve the objectives of minimal literacy, functional literacy, and full literacy; and (2) The project of the Institute of Education and Research, Lahore, which in addition to literacy, aims at further education, supplementing the students' classroom work and education of private candidates. The writer concludes that the promise of instructional technology for the development of education in Pakistan needs a realistic approach and collaboration of all professional agencies both at provincial and national levels. He recommends the establishment of a coordinated committee and warns against duplication of effort.

WOMEN'S EDUCATION

96. BEGUM, Najma. Aamader Deshe Nari Shikkha (Female Education in Our Country) --- Sangram (Dacca) August 30,

1970 (B).

Female education has received little attention in East Pakistan, particularly in villages. There are many factors responsible for low literacy among women in the villages: the grim poverty, early marriage, and uncongenial atmosphere in Maktabs and Pathshalas. Majority of villagers are economically hard hit, with large families of many children. In towns and cities also very few families can afford to impart higher education to their daughters. Most unfortunate are the lower middle-class families. These families can hardly afford to educate the male children. Their only anxiety is to somehow get their daughters married. Some of the families that are in a position to send their daughters to school do not relish the idea of their daughters sitting along with the boys. There are very few colleges meant exclusively for women. These few colleges cannot cope with the increasing number of pupils. The universities in our country have also no exclusive arrangements for women.

97. RAFIQ, Mahmoda. Grihinider Shikkha Samasya (The Educational Problems of the Housewives) --- Purbadesh (Dacca) July 8, 1970 (B).

The writer discusses the problems of the housewives who want to continue their education. In villages there are a limited number of schools which are meant exclusively for boys. Girl schools and colleges are very few and far between. In addition to these troubles, there is the traditional conservative attitude of the guardians in the patriarchal families. In the cities too there are many problems facing the housewives wishing to continue their studies. These are: (i) frequent child bearing, (ii) conservative attitude of the husbands, and (iii) non-cooperation from the husband and other members of the family. The writer is of the opinion that if the husband cooperates, his wife will face no problems in her study.

98. ZAKI, W.M. & M. Sarwar Khan. Women Education --- In: Pakistan Education Index, 20 (Islamabad) Central Bureau of Education, 1970.

Women's education in Pakistan has recorded great progress during the last two decades. In 1950 the enrolment

percentage of girls at primary stages was 20. In 1970 it is estimated at 30. At middle stage this percentage rose from 7 in 1950 to 20 in 1970. At intermediate stage there were only 5 per cent girls in total enrolment in 1950. In 1970 this percentage is estimated at 13. At degree stages the percentage of girls rose from 10 in 1950 to 18 in 1970.

The increase in the percentage of girls in total enrolment at various stages is presented in a table which shows a steady progress from 1950 to 1970. The table gives separate statistics for East and West Pakistan.

GENERAL

99. **AHMAD,** Rafiquddin. Jatio Shikkhar Utsov (The Source of National Education) --- Sangram (Dacca) August 30, 1970 (B).

What is going on in the field of education these days is really a matter of great concern. People are deeply disturbed at the continuance of unrest that tends to paralyse education and at the frequent strikes that result in the closure of educational institutions. Such disturbances seriously impair the mood for study and learning. The sad thing is that strikes and agitation are designed and engineered by a small number of students. A great majority of students who are kept from classes are unwilling and helpless victims of the methods of protest that they do not approve. The other reason for concern is that education in Pakistan still remains devoid of an Islamic and religious orientation. Pakistan is yet to realize her objectives for which it came into being. This objective was to fashion our life according to the ideology and principles of Islam. Unless this objective is achieved we will not be able to march forward.

100. ALAM, Ashraful. Background of Education --- Pakistan Observer (Dacca) August 12, 1970.

The problem of education in Pakistan has a historical and social background. Before the birth of Pakistan, education, particularly higher education, was not as

widespread among the Muslim community. For this reason, people in the teaching profession came mostly from other communities. Moreover, the people who came to be associated with the education services after partition were of inferior caliber compared to the people of pre-partition days. Thus the deterioration of education was natural. From a social point of view the teaching profession today carries very little prestige. This is in contract to the traditional attitude of deference toward teachers. We can divide our middle-class society into two sections: 1) Uneducated or half-educated, anti-intellectual money grabbers; and 2) Rejected and frustrated educated people. This is not only the present state of our educational institutions but also their past background. Our educational system has been struggling for years in a stifling atmosphere. One can blame the education institutions, the teachers, or the system itself, but one must realize that in the final analysis it reflects only a phase of our society. An improvement in education would come only with an improvement in the social conditions of the people.

10b. ALI, Md. Ramzan. Better Teacher-Student-Parent Relationship --- Pakistan Observer (Dacca) August 19, 1970.

Happy relationship between the teacher and the pupil in our schools can be developed through better parent-teacher cooperation. At present close contacts between the teachers and the parents do not exist. There is no parent-teacher association and little emphasis is placed on reporting the pupil's progress to the parents. Parents' care and concern for the activities of their children is not as deep as may be expected in an advanced society. It is suggested that each school should have a parent-teacher association which should review at least once every month the activities of the students in the school as well as in the homes. Initiative in this matter should come from the teachers, as most of the guardians are illiterate. Parents' Day should be organized in the school and every effort should be made to popularize this day through personal contacts. A system of comprehensive progress report for each pupil should be introduced in the schools, and the reports should be sent to the guardians regularly at least thrice a year so that they may know the progress of their wards. Guardians should invariably be invited to prize distribution ceremonies and debates in the schools.

102. BALOCH, Zafar Jamal. Punjab ki Ta'aleemi Mushkilaat (The Educational Problems in Punjab) --- Zindagi (Lahore) 8 (47): 1970 (U).

As in other provinces, the students in the Punjab are facing numerous problems. With the break up of One Unit and the formation of different provinces, it is expected that the new government machinery of the Punjab province will make serious efforts to solve the various problems of the students. It is high time that discontentment among the students was checked. If it is not done in time, they would fall an easy prey to the selfish ends of the different political parties.

Some of the problems are: insufficient seats in medical colleges; conveyance difficulties; lack of boarding facilities; high tution fees; costly textbooks; absence of women's universities; restrictions on students' union's activities; un-Islamic education syllabi; lack of facilities for professional education, and arrest of students for suppressing their movement.

103. BASHIRUDDIN. Bartaman Shikkha Samasya-o-Tar Samadhan (Present Educational Problem and Its Solution) --- Purbadesh (Dacca) July 8, 1970 (B).

The present atmosphere of the country is not conducive to the rapid spread of education. The main problems in this field are corruption and malpractices in education and the low standard of education. The writer analyses these problems and holds three factors responsible for this state of affairs, namely, (i) ill planned and ineffective primary education, coupled with the practice of exerting undue influence in respect of annual promotions; (ii) connivance of the parents at student's corrupt behavior; and (iii) burdensome syllabus. The writer makes a few suggestions and hopes that if accepted and applied they may remedy the educational malaise of the country. The highlights of the suggestions are: (i) introduction of public examinations at class V stage of primary education, (ii) supervision of examination scripts by the District Education office and evaluation by the high school teachers; (iii) shifting of the responsibility for the publication of examination results to the District Education Office, and (iv) abolition of the system of grace-marks in examinations and making

the primary teachers responsible for bad results of their particular schools. At high school level, special emphasis should be given to Bengali, Mathematics, and English and strict adherence to the system of promotion to higher class should be ordered. Admission of unsuccessful students to other schools should be strictly banned, the annual progress reports of the students should be sent to the Education Directorates, and the system of inspection of schools should be intensified.

104. HABIBULLAH, M. On the Education Front --- Pakistan Observer (Dacca) August 10, 1970.

Fouth Five-Year Plan of Pakistan, according to official view, is going to be manpower development-oriented. This implies more allocation of funds for education secotr. But the problem that is probably more significant than financial allocation is the productive use of the limited resources. Since our needs are unlimited and the resources are scares, we are to husband the resources most fruitfully. We have to consider the relative costs of alternatives in making investment decisions within the education sector. The writer suggests to the policy makers in developing countries like Pakistan to focus their attention on three major aspects of education, namely, (a) development of technical skills of individuals in their areasof specialization, (b) development of social skill which is needed for handling people with whose help and cooperation one is supposed to get things done, and (c) development of conceptual skill which gives a correct and broad view of the organization. These skills cannot be formed unless education is made action-oriented. This means production of graduates with development-oriented competence. We can probably expect greater inflow of aids for education if our educational schemes are designed to make education a real, purposeful, and growth-inducing instrument. We have to aim at quality and quantity simultaneously. Failure to give education to the people may jeopardize the country's peace.

105. HAQ, Shamsul. Shikkha Purbo Pakistane (Education in East Pakistan) --- Azad (Dacca) July 16, 1970 (B).

The proportion of dropouts at the primary level ranges

from 55 to 60 per cent. Within the country itself the number of East Pakistani children at the primary level exceeds the number of West Pakistani children, but at higher stages the number of the former begins to diminish alarmingly. There are more dropouts in East Pakistan than in the Western wing of the country. The reasons for this appalling situation are varied - economic, social, academic, and political. Lack of parental care for children's education, the parents' inability to provide fees, books and other essential articles for children, the strain of domestic work on the children, and other unfavorable family conditions are apt to physically and psychologically handicap the children and lead to their premature termination of education. Low efficiency in the school system also largely accounts for educational wastage. Inefficient methods of teaching by poorly trained teachers, unsuitable curricula, sterile memorizing, the too abstract content of curricula and its irrelevance to local living conditions, overcrowded classes, unhealthy school premises, long teaching hours, undernourishment, and lack of essential amenities contribute to make working conditions very difficult.

106. Shikkhak-o-Shikkha Samasya (Teacher and the Educational Problem) --- Purbadesh (Dacca) August 26, 1970 (B).

The article determines the extent of responsibility of the teachers for the chaos in the field of education and its consequences, such as low standard of education, poor teacher-student relationship, student unrest, corruption in examinations, etc. No doubt, the teachers can be blamed for a lot of things, such as their moral weakness, irregularity, preoccupation with private tuition notebook writing and other part-time jobs for supplementing their incomes. But the main cause for the problems in the field of education is the unsystematic and uncontrolled educational system. The disparity between government schools and non-government schools, between the facilities, amenities, and salaries provided by them to the teachers have been discussed at length. These kinds of disparities should be removed by all schools. Besides, the teachers of all schools should be given due status and security of service and should be provided training facilities. If the teachers are satisfied and contended financially, they will devote their full time to their profession and improve the standard of teaching.

107. WAHEEDULLAH, Md. Remove Irregularities in Education Sector --- Pakistan Observer (Dacca) September 23,1970.

Since independnece, the Government has been paying close attention to the expansion of education in Pakistan. During the Second and Third Five-Year Plans the Government allocated a huge amount of money to schools and colleges through the Provincial Education Directorates. Many schools and colleges got these grants generally as lump sum under development schemes. The efficient and appropirate utilization of the grants by schools for building construction and other development schemes leaves much to be desired. The general plan and construction of many school buildings are very poor. Many of our school buildings start decaying soon after their construction. During the second and third plan periods almost all the schools and colleges having science program received special allocations of money exclusively for the purchase of scientific apparatus and equipment. In most cases school authorities were authorized to purchase scientific materials locally. But in many cases the utilization of the allocated money through local purchases is alleged to have been improper. The money granted to many schools and colleges for science program was not wisely utilized.

108. ZAKI, W.M. and M. Sarwar Khan. The School System --- In: Pakistan Education Index, 1-6 (Islamabad) Central Bureau of Education, 1970.

Pakistan came into being in 1947. Geographically, Pakistan is not a contiguous block of land. One of the difficult problems the country has been facing since independence is the question of national languages. There is still a great controversy on this point. Female education is also a neglected field in our country, and this is so largely because of the social and economic factors which discourage women to go out of the house.

Education institutions in Pakistan are run by the government, the local bodies, and private management. The writer discusses in brief the present position and related problems in various fields of education like primary education, secondary education, higher education, technical and professional education, adult education, teacher training facilities, syllabi and curricula, examinations, etc.

MALPRACTICES IN EXAMINATIONS (Special Section)

109. ABBAS, Abul. Jara Pass Koreche Ebong Jara Fail Koreche Shobai Birambito (Both the Successful and Unsuccessful Students are Dismayed) Dainik Pakistan (Dacca) August 23, 1970 (B).

The results that have been announced by the four Boards of the province have disappointed the people. The rate of failures is increasing every year. The writer examines the causes of the poor results of the Board and the University examinations: 1) The first difficulty of the students of higher secondary classes is that all of a sudden they have to switch over to English from their mother tongue. 2) On the one hand little importance is paid to the teaching of English in the lower grades and on the other hand English is used as the medium of instruction at the college level. 3) Since independence the annual sessions of the HSC and degree classes begin later than the usual time because of the delayed publication of results of the SSC and HSC examinations.

110. ABBAS, Abul. Shikkha-o-Porikkha (Education and Examination) --- Dainik Pakistan (Dacca) July 12, 1970 (B).

The general tendency toward malpractices in the examination hall reflects a negligent attitude of the mind of students toward studies. Students are neither regular in attending classes nor in their reading habits. Some students cheat for temporary enjoyment without knowing whether such conduct is morally right or wrong. Failure in examination is considered as a discredit and disgrace, and students become frustrated. So they try to save their face by any means, fair or foul.

Proctoral authorities in certain cases provide facilities for copying and other unfair means in order to show good results, to attract more students to their colleges, and to obtain higher grants from the government. The writer discusses other causes that encourage malpractices in examinations and suggests measures to counter this trend.

111. ALI, Md. Sadat. Improve System of Public Examination --- Pakistan Observer (Dacca) July 1, 1970.

One of the most crucial educational problems of the day is the conduct of public examination. The writer discusses the ways of improving the existing system of public examination. The causes of the present malaise are: 1) Educational institutions have little say in the evaluation of their students. 2) Students remain busy throughout the academic year with extra-academic activities, particularly politics, and get little time for study. 3) Our educational institutions remain closed more than six months a year for various reasons, such as strikes and hartals. 4) Students are habitually convinced that they would be able to shift the scheduled examination date and to adopt unfair means in the examination. 5) The nature of examination encourages them to cram the answers of a few selected questions from ill-written notebooks. 6) The authorities concerned do not feel strong enough for some reason or another to control the situation during the public examination. Measures suggested are: a) The nature and type of questions should be such that the ready-made answers cannot be found either in the textbooks or in the so-called notebooks; b) The purpose of the exaination should be to test the understanding of the subject rather than factual information; c) To achieve this object more than fifty per cent questions set in the public examination should consist of objective-type items. The remaining portion of the question paper should comprise short essay questions. d) The questions should also discriminate among the various levels of students' achievement. This would prevent students from passing the exaination by cramming a few selected predictable questions. e) Another way to prevent students from adopting unfair means in public examination is to arrange the items, both objective and subjective, in the question papers in different orders by permutations which means the different orders in which a given number of things can be arranged by taking some or all of them at a time. f) The question should be prepared not by a single paper setter but by a committee of members who are subject-specialists or test specialists.

112. BOKHARI, Shabbir Ahmed. Examination Versus Education --- Dawn (Karachi) July 26, 1970.

Use of unfair means and malpractices in examinations

has become a common practice among our students. The undue stress of teachers and parents on examination results has developed all the unfair practices prevalent today. The present decline in the standard of education has its roots in the examination system. The education in the real sense of the word is totally absent in schools. It is abundantly clear that the present system of examination is causing tremendous wastage of human resources and national wealth. We have failed to achieve the real aims of education. It is still not too late to mend our ways and to streamline the whole system of education by making necessary changes in the system of examinations.

There is a long discussion how the present examination system is affecting the educational standards and what remedial measures should be taken to put the things straight and eradicate present evils.

113. CHOUDHURY, Abu Mohammad Qays. Parikkhai Asadupai Abalambaner Karan - Abang Ihar Pratikar (Unfair Means in Examination: Reasons and Solutions) --- Purbadesh (Dacca) July 1, 1970 (B).

The writer identifies the following reasons for the widespread use of unfair means by the students in examinations: 1) certificate-centered education system; 2) high prices of educational materials, including text-books, paper, etc.; 3) framing of syllabus which cannot be managed by the students within the prescribed time schedule; 4) availability of cheapnote books in the market; 5) employment uncertainity after completion of education; 6) the system of granting affiliation to schools on the basis of its pass percentage of students; 7) low salary of teachers who are constrained to turn to private tuition for supplementing their income; 8) carelessness of the mostly illiterate or uneducated guardians about their wards. The writer holds our economic and social systems responsible for the mal-practices in examinations.

114. DATTA, Sakti Prasad. Porikkha-o-Asodupai (Examination and Unfair Means) --- Sangbad (Dacca) September 30, 1970 (B).

Adoption of unfair means by students at Examination Centers has become regular feature in recent years.

Copying, assisting fellow examinees by hints and suggestions or by dictation, and cheating in many other ways are common among the students. Examinees resort to cheating as they come unprepared for examinations, and well prepared to adopt devious means. Students memorize their courses but do not assimilate knowledge. The preparation for examinations consist of certain standard devices. selection of important questions by the student himself or by his teacher and memorization of the answers by student. Students secure promotion to next higher classes not always strictly according to the ability test. Easy promotion gives even unworthy students a chance to appear at the Board's examination, and they try to make the best of it by adopting unfair means.

115. HAQ, Ahsanul. Nakol Korar Adhikar Chai (We Want the Right to Copy) --- Dainik Pakistan (Dacca) September 27, 1970 (B).

It is a shame that a group of students of a particular institution demanded the right to copy in the examination hall. This tendency among the students not confined to any one place but prevails throughout the province. A fairly large number of students want to get through the examinations without even touching their books. They sometimes even resort to force in the examination hall. The reasons are clear. The leaders of political parties are largely to blame for this unhealthy attitude of the students. The bulk of students has taken to active politics and has become a formidable political force. They put forward all kinds of demands and refuse to listen to any arguments. Since they receive encouragement from the politicians they do not like the idea of giving up politics and devote themselves to their studies. Unless political leaders themselves discourage them the students will continue to regard their study as a secondary activity. No surprise then if they demand their right to cheat in the examination hall.

116. HAQ, S.M. Shikkha Shamasya-o-Shomadhan (The Problem of Teaching and Its Solution) --- Azad (Dacca) August 28, 1970 (B).

The writer discusses the increasing tendency among the students for cheating in the examinations. Both students

and teachers indulge in malpractices, and the situation reflects not only the inadequacy of our educational system but also the moral bankruptcy of the society in general. After the second world war, moral discipline among the people has gone down considerably. In order to remove the present evils we have to correct the moral life of our students. We should stop thinking that our teachers are angels. They are human beings susceptible to temptations. All of us - guardians, parents, teachers, students and the government - should make concerted efforts to improve our system of education and provide a wholesome atmosphere to the children. The direct responsiblity for this rests on the Government. The present system of examination and syllabus stands in need of radical and immediate changes.

117. HUQUE, A. Obaidul. Chatro-o-Aamader Bhabisshot (Students and Our Future --- Sangbad (Dacca) August 28, 1970 (B).

The ransacking of examination halls and beating up of proctors by infuriated examinees who were prevented from using unfair means in the examinations was a big news for the whole country. Copying in examinations has now become an epidemic in the province. Success in examinations is no longer accepted as an index of a person's academic achievements. The drawbacks of the education system apart, students seem to have lost willingness to make the best use of whatever meager opportunities they have for education. Cheating in the examination halls and beating up of the teachers are a poor way of registering protests against a system. It is a negative attitude which does no one any good. It only adds to the chaos and confusion in the field of education.

118. HUQUE, A. Obaidul. Can We Fight this Failure? --- Pakistan Observer (Dacca) August 5, 1970.

Some of the probable causes of the high percentage of failures are: 1) Adoption of unfair means in various examinations has become a fashion and a normal phenomenon. This encourages students to avoid proper study. A large number of students do not take the examination seriously. They rather prefer to cheat the invigilators and examiners. 2) A variety of notebooks on different subjects are very popular with our student.

They solely depend on notebooks and memorize their contents without reference to the textbooks. 3) The system of examination itself is defective as a means of evaluating student achievement. 4) The result of a student is determined in our country by only one or final examination where the element of chance is considerable. 5) Student agitations have become a usual phenomenon. 6) Teacher-student ratio in our secondary and higher secondary schools and degree colleges, is very low. 7) The language of instructional materials and the media of instruction in our education have become a great problem today. 8) Lack of counselling and guidance services may also be considered as one of the causes of the high percentage of failures. 9) Educational administration and its planning and decision making may also be held responsible for the acuteness of this problem. 10) In our country coordination between parents and school program is extremely inadequate.

119. HUSSAIN, Nadir. Maujuda Tariqae Imtehaan (The Present System of Examination) --- Jang (Karachi) August 8, 1970 (U).

The present system of examination does not afford a real test of the capabilities of students. In the prevalent examination system essay-type questions are set in examinations, and in some cases few objective-type of questions are also included. The essay-type questions and objective tests have their own merits and demerits. It is necessary that a suitable ratio of both types is included in the examination papers.

The present failure percentage is alarming and this is a national loss. The reason for this increase in failure percentage lies both in the examination system and in the teaching methods. The students are mainly trained in reading and speaking, whereas in examinations only their writing ability is at test. In a three-hour question paper their studies of a whole year are judged.

A number of suggestions have been made to improve the present system of examinations. It is also suggested that a questionnaire should be sent to experienced teachers and professors, seeking their suggestions for improvement in the present system of examinations.

120. JAMIL, Mrs. Maya. Why Do Examinations Fail? --- Morning News (Dacca) August 23, 1970.

If teaching is supposed to be meaningful it should be reflected in the results of the annual examinations. Students must be made to work throughout the year. If the classes are too large for tutorials, seminars should be held to read and discuss papers, and a careful record of results should be maintained for future guidance. Many a good student makes a bad examinee and so the school, college or university report should count as much as the degree. This will also provide an incentive to the students to work throughout the year. Some of the possible risks can be balanced by inviting co-examiners from outside. Even so, some colleges would produce a number of third-rate first-classes. But public vigilance would keep their growth in check. The"good name" of an institution does count. Moreover, if institutions of higher learning, professions, firms, and services have their own tests this evil can be checked, and the degree would become what it is meant to be - a certificate of education.

121. JANGALWALA, D.D. Walking Out of Examination Halls --- Dawn (Karachi) July 17, 1970.

It is very common now-a-days that students walk out of examination halls if question papers are a little difficult. This is a bad tendency and it shows that our present generation is easy-going and avoids hard work. A walk-out from the examination halls can be justified only if the question papers are out of the prescribed courses. Examinations are the touchstone to judge the ability of students. If question papers are not set to pose difficulties it would be impossible to judge the merit, intelligence, concentration, and hard work of the students.

It should be fully understood that life is full of examinations, and we cannot walk out simply because a situation is difficult. We have to face the difficult problems of life. Things are not going to be easy in day-to-day life. We have to make our future generation hard working. By walking out students may compel the authorities for easy question papers forgetting what will happen in actual life which is full of difficulties. It is the hard work that pays in the field of education as well as in practical life.

122. **SHAHEEN, Ali Mohammed.** Tulaba Aur Imtehaan (Students and Examination) --- Jang (Karachi) July 25, 1970 (U).

The inefficiency and malpractices in the examination department are no secret. This year a record number of examination papers leaked out before examinations, and consequently examinations had to be postponed in a number of cases. For the students concerned this was a cause of great discontentment. This is a serious situation and requires thorough inquiry. Who is responsible for the leakage of examination papers? Why has it gone unchecked so far? What is the exact stage where examination papers have a chance to leak out?

Students are rightly losing trust in the examination department. It seems that the examination department has fallen a prey to party politics. The university authorities should take strict measures to enforce the secrecy of examinations; otherwise the whole examination setup will become nothing but a farce.

123. Special Correspondent. A Review of last SSC Exam Results --- Pakistan Observer (Dacca) July 15, 1970.

Results of the Secondary School Certificate (SSC) examination of the different Boards of Intermediate and Secondary Education of the province for 1970 have now been published. Under the Dacca Board 69,193 examinees appeared in all groups at the SSC examination. Of these, 34,412 passed the pass percentage being 49.73. The numbers of candidates in Science, Humanities, Commerce, Industrial Arts, Home Economics, and Agriculture were: 7643, 59429, 1423, 155, 249, and 294 respectively. The number of successful examinees in the above-mentioned groups were 6421, 26638, 846, 149, 124 and 234 respectively. The number of first divisions in these groups were: 2352, 1204, 59, 93, 9 and 68 respectively. In all, 3,785 candidates secured first division in the Dacca Board SSC examination. Under the Rajshahi Board a total of 45,447 students participated this year in all groups in the SSC examination. A total of 23, 338 were successful. The overall percentage of pass was 51.31. By groups the percentage of passes is 79.2 in science, 45.7 in Humanities, 76.2 in Agriculture, 91.6 in Industrial Arts, 100 per cent in Home Economics, and 60.8 in Commerce.

Under the Jessore Board a total of 43,554 candidates participated in the SSC examination in all groups, and 21,234 were declared successful. The overall percentage of pass was 48.75.

In the Comilla Board 50,124 candidates appeared at the examination in various groups. Of them, 25,868 examinees came out successful, the overall percentage of passes being 51.61.

This year a total of about nine thousand students got first division in all the Boards of the province. This is a remarkably high number compared with the previous years. Most of the first divisioners in science group secured better marks in their elective subjects.

124. Special Correspondenct. Pause for a While --- Pakistan Observer (Dacca) July 15, 1970.

The recent unfortunate happenings in the different HSC examination centers was generally criticized in the province. Teachers, lawyers, and guardians have resented the rowdy and unbecoming behavior of a section of students. The following suggestions may be of some help in easing the situation. a) The principals, officers incharge, and the staff should meet in conferences from time to time and discuss the problem. The suggestions put forward by the members of the staff should be taken into consideration and a set of regulations acceptable to all should be adopted. b) Fortunately, quite a good number of students do not like such disturbances in educational institutions. They come to study, and they feel irritated when attempts are made to spoil the atmosphere. Students' meetings should be frequently called by the principals, and student problems should be earnestly discussed. The students should be warned of the consequences of any activity that may disturb the peaceful atmosphere in the educational institutions. c) The heads of the institutions should call meetings of the guardians at least twice a year and brief them about the whole situation. This will make the guardians alert, and they would be more vigilant in future. d) The chairman of the Education Board should call conferences of the Principals. The Principals are the Officers incharge of the centers for HSC examinations. This will enable the Education Board

to assess the whole problem from the first-hand reports of the Principals. This will help the Board in framing its rules and regulations. e) It has been found that it is more difficult to control the outsiders than the examinees inside the hall. The former not only create trouble for the authority but also disturb the examinees. The government should be called upon to control these elements. f) All political parties should come forward to condemn the practice of using unfair means in examinations.

125. USMANI, Mohammed Naseem. Naqis Tariqae Imtehaan (Unsatisfactory Examination Method) --- Jang (Karachi) July 21, 1970 (U).

Faulty methods of conducting examinations and malpractices have made a farce of the entire system. The need of the day is a thorough investigation into the irregularities in examinations preferably through a commission. Cheating in examinations and leakage of question papers are increasing year by year. Usually, paper setters have little knowledge about the syllabus and the practical difficulties of the students. Moreover paper setters and paper examiners are not selected on the basis of merit. The examination departments have become notorious for favoritism.

It is suggested that an investigation committee should be set up to find out the causes of widespread corruption and to recommend measures for checking the evil practices in examination. The writer presents a number of suggestions for improving the examination system.

126. WAQAR, Azra. Ghair Tasalli Bakh Tariqae Imtehaan Ki Wajah Past Nizaam-e-Ta'aleem (Backward System of Education is the Reason of Unsatisfactory Method of Examination) --- Imroze (Lahore) August 6, 1970 (U).

Examinations have become a farce today. Students are expelled from the examination halls now and then on the charge of cheating. A number of examination papers leak out every year. The percentage of failure is constantly increasing. The writer interviewed a number of lecturers, professors and students to find out their opinion about the efficiency of the present examination system.

The questions asked by the writer were: Are they satisfied with the present examination set-up? How is the present education system influencing the examinations? What are the malpractices in the examination system? How can these be rectified? The survey shows that the majority is not satisfied with the present system of examinations. A number of suggestion for the improvement of the examination system have been offered by the persons interviewed.

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